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ABSTRACT

This unit was developed to give students in grades 7-12 a fuller understanding of the Latin American world, which is a growing part of the multicultural atmosphere in the United States. The unit is used currently in the seventh grade gifted Language Arts program at B. T. Washington Junior High School (Florida). The unit includes; (1) basic information on mythology; (2) specific study of the Aztecs, Mayas, and Incas; (3) cultural exploration of Mexico and Peru; and (4) a cross-cultural and literary analysis of three Latin-American short stories. The unit may be done in whole or in part. The myths, cultural exploration, and literature are not interdependent. Due to copyright laws, the short stories and myths are not included in this packet. Only the lesson plans and answer keys are included here. It will be necessary to purchase the following two books if the short stories and mythology units are to be utilized: "Contemporary Latin-American Short Stories" (Pat McNees Mancini) and "Warriors, Gods, and Spirits from Central and South American Mythology" (Douglas Gifford). (EH)

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ED 398 104

Literary Analysis of Three Latin American Short Stories

by

Maureen Vantrease

November 1994

SO 026 332

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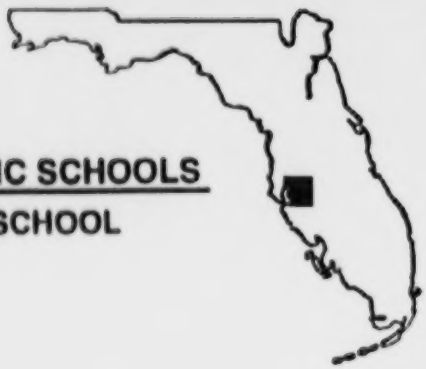

November 16, 1994

This unit was developed to give students in grades 7 - 12 a fuller understanding of the Latin-American world which is a growing part of the multi-cultural atmosphere in the United States. The unit is currently used in the seventh grade gifted Language Arts program at B.T. Washington Jr. High School. It includes basic information on mythology, specific study of the Aztecs, Mayas, and Incas, cultural exploration of Mexico and Peru, and a cross-cultural and literary analysis of three Latin-American short stories. The unit may be done in whole or in part. the myths, cultural exploration, and literature are not interdependent.

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Mancini, Pat McNees, Ed. Contemporary Latin-American Short Stories. New York: Fawcett Premier, 1974.

Gifford, Douglas. Warriors, Gods, and Spirits from Central and South American Mythology. New York: Schocken Books, 1983.

The illustration panels included with the clutural explorations are unfortunately in black and white.Color copies are available upon request for the cost of copying and postage. Contact me at the above address for further information.

Sincerely,

Maureen Vantrease

Syllabus and grading scale

Grading

Any grading scale that the individual teacher wishes to use is fine. The items to be graded are writing assignments. Holistic scoring is, therefore, suggested, especially for the essay on mythology and the cultural oral presentation. Please feel free to create a rubric for this based on the areas or skills that are to be emphasized. Completion grades may be taken on mythology story and short story information. A participation grade may also be given for class discussions of the stories.

Syllabus

1. Basic components of mythology, note-taking

2. Reading of the myths with summaries for each story.

3. Plan and write an essay on mythology.

4. Choose a facet of Mexican culture on which to give an oral report.

5. Read the short stories, answering questions and completing the cross-cultural analysis for each.

Lesson 1 - Mythology

Objective: gain a deeper understanding of how all belief systems operate.

Method: Students take notes on characteristics of mythology and third world nations. Teacher discusses each point as it is presented.

Materials: Use notes provided. "Mythology and Latin-America" pages 1 and 2, and "Hero Myths". Overhead sheets may be made from these pages or use the chalkboard. Photocopyingia also an option.

Procedure: Present notes in an oral discussion format, allowing time for copying and asking questions.

Mythology and Latin-America

Third world nation characteristics:

1. small number of middle class
2. very low wages, most live in poverty
3. industries are small of non-existent

Latin-America - basic characteristics

1. historical traditions, both social and religious are prized
2. Nationalism, or pride in one's nation is NOT prized. e.g. There are many conflicts and military coups (takeovers) happening
3. Machismo is very importnat to the men, A masculinity and superiority over women that they must maintain, therefore women are considered to be less intelligent
4. society is quite varied
   a. wealthy Spaniards or those with Spanish roots
   b. a small middle class in the larger countries like Brazil
   c. many poor people of mixed heritage, mestizo
   d. many of pure indian descent who combine their myths with the Christianity the Spanish brought

Third world myths- common ideas

1. anachronism- things in the myths are out of time and place
2. explain naturla phenomena, humans submit to the will of gods
3. solving a world problem, e.g. how the world came to be

All Myths of every culture:

1. serve to convey beliefs
2. instill awe and a sense of mystery
3. explain the world
4. provides a symbolic image ofr explaining the world
5. maintains social order- gives divine justification to social practices and institutions
6. keeps man in harmony with his world and his society by telling him how to behave
7. tells how to interpret, bear, and confront suffering
8. have plots that relate to where the people live

REMEMBER: All belief systems doo these things.

These "myths" we read were <u>religious beliefs</u> to the people practicing them. We call them "myths" because they are so far back in history from us and because we have given up nature for science.

WESTERN MYTHOLOGY

1. reflects male dominated society, chief gods are male
2. divisions between man and god(s), man cannot become a god, that is an offense to the gods.
3. male gods triumph over female gods, give birth through the mouth
   e.g. Zeus- created Athena, goddess of wisdom, from his head
   Olodumare- from Nigerian myth, vomited up the earth and heavens
   God- created light by speaking
4. literate culture- had writing system
5. similar to hunting cultures, aggressive
6. mortality of man
7. aggression/ambition are important
8. hero myths more common
9. kings are human and therefore mortal

EASTERN MYTHOLOGY

1. equality of all gods and of gods with humans
2. female gods dominate
3. mystical oneness of all gods
4. immortality/reincarnation
5. not likely to have hero myths
6. world was created, not pre-existent, distinguish between time before creation and time after creation
7. time is cyclical like nature, therefore we always return/reincarnation
8. man strives to realize the divinity within him
9. Kings are divine and sometimes sacrificed to keep crops/earth alive

PRIMITIVE MYTHOLOGY- non-literate peoples- no writing system

HUNTERS

1. violent death due to magic
2. individualists
3. depend on luck/magic for survival
4. that which dies is reincarnated
5. victim is willing sacrifice
6. rituals ensure that victim is reincarnated
7. male in authority

PLANTERS

1. natural death is part of life cycle
2. communal, give up individuality, share everything
3. depend on gods/elements for survival
4. plants are absorbed by nature
5. require sacrifices, one dies so community can live
6. female in authority

ALL PEOPLES HAVE BELIEFS CONCERNING

1. survival after death, (heaven or reincarnation)
2. sanctuary or sacred area
3. necessity of ritual
4. sacred power of god(s)
5. initiation into religion

HERO MYTHS

1. all cultures/belief systems have them
2. all have same basic plot and therefore the same meaning
3. describe the rediscovery of a lost part of the human personality, courage and bravery can be shared by all those who believe the myth
4. the hero is like a savior, like what we all ought to be

PATTERN OF THE HERO MYTH

1. separation- the hero ventures forth to encounter opposing forces

2. initiation- a victory is won against the forces

3. return- the hero comes back to give his community/culture whatever object or insight he has gained

WHAT MAKES HIM A HERO?

1. He does what no one else can or will do

2. He does it on behalf of his culture or all of mankind

   e.g. Prometheus bringing fire from the gods to mankind

Lesson 2 - Myths of the Aztecs, Mayas, and Incas

Objective: Students begin to connect myth information in lesson one with the myths from these Latin-American cultures.

Method: Reading, summarizing, comparison and contrast

Procedure:

1. students read introduction or story
2. summarize plot, climax, resolution being sure to include character's names.
3. students use information on Eastern, Western and Primitive hunter/planter cultures to find items in the story that fit these characteristics. List them by the category in which they fit. If a hero myth exists in the story, determine which events fit the hero myth pattern. Try to list at least 2 items that fit intio one of these categories for every story. For each of the cultures, you should have some eastern, some western, and one hero myth characteristic.
4. repeat procedure for each story and the introductions. Stories may be read aloud if time permits.

Materials:
1. notes on mythology
2. stories from Warriors, Gods, and Spirits...
3. story list;

Aztec
"Gods of the Aztecs", The Five Suns", The New Sun, Myths of Creation, The Story of Quetzalcoatl, pp. 13-25

Inca
The Incas, Children of the Sun; The First Incas, The Legend of The Lake, Ollantay and the Inca, The Girl from the Sky, pp.52-57 and pp.65-73 .

Maya
The mayas and their Myths, The First People, The Man of Gold, The Twin Brothers, Sipac and the Maize Spirits, The Spirit of the Maize, pp. 30 - 41.

PRONUNCIATION GUIDE

Aztec Terms

Coatlicue - kwat-lee'-kway Mother of Huitzilopochtli
Coyolxauhque - coy-ol-shau'-key sister of Huitzilopochtli
Ehecatl - ay-hay-cottle god of wind
Huitzilopochtli - weet-zee-lo-poacht-lee god of war and sun
Iztaccihuatl - eez-tak-chee-wat'tle
Mayahuel - my-ah-way'-el mother of Quetzalcoatl, goddess of maguey plant
Mictlancihuatl - meekt-lon-chee-wat'tle goddess of death
Mictlantecutli - meekt-lon-tay-coot'-lee god of death
Mixtec - meez-tek tribe of Oaxaca
Monte Alban - mon-tay al-bon site of mixtecs
Montezuma - mon ta-zoo-ma last emperor of Aztecs
Nahuatl - na-wat'tle language of Aztecs
Nanahuatzin - na-na-wat-zin became the sun
Nena -nee-nah first woman
Oaxaca - wa-ha-ca central Mexico state
Omecihuatl - o-may-chee-wat'tle goddess of heaven
Ometeotl - o-may-tay-oh-tul god of heaven
Popocatepetl - po-po-ca-tay-pay'tl volcano in central Mexico
Pueblo - poo-eb'-lo a village
Quetzalcoatl - ket-zal-co-wat'tle feathered serpent, god of morning star
Tata - tah-tah first man
Teccuciztecatl - tay-coo-cheez-tay-cot'tle became the moon
Templo Mayor - tem-plo my-jor main temple at tenochtitlan
Tenochtitlan - ten-oach-teet-lon Aztec capital
Tezcatlipoca - tez-cat-li-po-ca god of magic rival of Quetzalcoatl
Tialtzin tee-alt-zin other name for historical quetzalcoatl
Tlaloc - tla-lock god of rain
Tonantzin to-nant-zeen earth mother
Tula too-la OR Tollan toe-lon toltec capital
Tzitzimil tzeet-zee-meel protector of mayahuel on of the tzitzimime demons
Xiutecutli zee-oo-tay coot'-lee god of fire/vlocanos
Xolotl - so-lot'tle twin to Quetzalcoatl
Zapotec - zap-oh-tek from Oaxaca, Central Mexico

Maya Terms

Achi - ah-chee
Balam-Acab - bay-lom ah-cob
Balam-Quizé - bay-lom key-zay
Belejuj - bay-lay-you
Caculha Huracan ca-cool'-ha hoo-ra-con'
Cakchiquels - cak-chee-kels a Maya group
Chaac- chok rain god
Chiapas - chee-ah-pas state in south Mex.
Chichén Itzà - chee-chen' eet-za' site in central Yucatan
Chilam Balams - chee-lom bay-loms jaguar gods
Chipi Caculha - chee-pee ca-cool'-ha
Gucumaz - goo-coo'-maz the giver of form
Hacavitz - ha-ca-veets mountain of the rising sun
Hunahpu - hoon-ah-poo means "magic turtle' Xbalanque's twin
Hun-Camé - hoon ca-may' ruler of underworld
Hun Hun-ahpu - hoon-hoon-ah-poo Vukub-Ahpu's twin, father of Hunahpu
Iqui Balam - ee-key' bay-lom'
Itzamna - eet-zom-na highest god

Maya Terms (cont.)

Ixchel - eez-chel goddess of fertility
Kukulcan - koo-cull-can feathered serpent
Maize - mays Spanish word for corn
Manucutah - man-oo-coo-tuh
Olmec- ole-mek east central Mex. before the Maya
Palenque - pa-len-kay religious site in south Mex.
Pepeu - pay-poo Creator
Popul Vuh - po-pool voo sacred book of advice of Quiché Maya
Pueblo Viejo - poo-eb-lo vee-ay-ho
Quiché - key-chay'
Raza Caculhà - ra-sa ca-cool-ha'
Sipac - see-pak giant who became a volcano
Talan Zuiva - Ta-lon zwee-va
Teotihuacàn - tay-o-tee-wa-con' site in central Mexico
Tikal - tee-kal site in south Yucatan, trade center
Tlachtli - tlach- lee ball game
Tohil - toe-heel god of fire
Toltec - toll-tek group that invaded Chichen Itza
Tulum - too-loom site on beach in eastern Yucatan
Uxmal - oos-moll site in western Yucatan
Vukub-Ahpu - voo-koob ah-poo twin of Hun Hunahpu
Vukub-Camé - voo-koob cah-may lord of underworld
Xan - shon pet of underworld lords
Xbalanque - sha-ba-lon-kay Twin of Hunahpu, son of Hun Hunahpu
Xibalba - she-bal-ba the underworld
Xquiq - sha-keek mother of Xbalanque and Hunahpu
Yucatan - you-ca-tahn'
Yum Kimil - yoom key-meel god of maize/crops

Inca Terms

Atahualpa - at-ah-wal-puh defeated by Spanish
Ayar Kachi - I-yar ka-chee
Ayar Manco - mon-co
Ayar Sauca saw-ca
Ayar Ucho oo-cho
Callawayas - ca-ya-way-os
Chasquis - chos-keys message runners
Cusi-Coyllur - coo-see- coy-your beloved of Ollantay
Cuzco - coos-co Capital of Incas
Huacas - wa-cuz shrines
Huanacuari - wa-na-kwa-ree
Huascar - wass-car Inca leader
Huayna Capac - WA-ee-na Ca-pok
Illapa - ee-ya-pa thunder god
Inti - in-tee sun god
Llama - ya-ma pack animal
Machu Picchu - ma-choo pea-choo Religios center
Mama Ocllo - ma-ma ok-yo first woman
Mamaquilla - ma-ma-key-ya earth mother
Manco Capac - mon-co ca-pok also Ayar Manco
Ollantay - o-yon-tay beloved of Cusi-Coyllur
Pachacutec - pa-cha-coo-tek Inca ruler

Inca Terms (cont.)

Pachamama - pa-cha-ma-ma earth mother
Paqaritambo - pa-ka-ree-tom-bo caves where man was born
Quéchua - kay-choo-ah language of the Incas
Quipus - key-poos knotted cords
Sacsahuaman - sac-sa-wa-mon fortress overlooking Cuzco
Tiahuanaco - tee-ah-wan-ah-co
Titicaca - tee-tee-ca-ca lake in southern Peru
Tupac Yupanqui too-pak you-pon-kwee
Urubamba - oo-roo-bom-ba a valley
Viracocha - vee-ra-co-cha creator god
Willac-Uma - wee-yak oo-ma

Lesson 3 - Mythology Essay

Objective: Use the essay form to explain how one of the three cultures fits Western and Eastern mythology as well as the hero myth.

Method: Create an outline of information from which to write the essay, and then create a 5 paragraph essay.

Materials:
1. notes on mythology
2. summaries/notes on stories from the culture chosen. Choose Aztec, Inca, OR Maya, no combinations.
3. prepared outline format on mythology, "Guide for Mythology Essay". One copy for each student to keep.
4. paper for planning and writing.

Procedure:
1. student chooses one of th three cultures
2. find notes about that culture's stories to use with the outline
3. follow outline format, finding the type of information requested
4. write the 5 paragraph essay. Take care to use proper paragraph structure and to use transition sentences between paragraphs.
5. peer evaluate/edit the rough draft
6. revise essay and create a final copy.

This may be counted as an alternative assessment test.

Guide for Mythology Essay

This paper will show you what kinds of information you should include. An essay should have 5 paragraphs. Each Roman numeral listed would be one paragraph.

I. Introduction - choose one of the three groups to discuss
   A. Historical background
      1. dates
      2. places
      3. important cultural aspects
   B. Major myth influence (east, west, or both equally)
   C. Hero Myths - which ones will you write about
      1. name/title, brief description
      2. title , brief desription
   D. Transition sentence to connect intro to next topic
II. Western Mythology - general statements about what it is
   A. Characteristic
      1. example
         a. who /what /when/where
         b. how example fits characteristic
      2. example
         a. who/what/when/where
         b. how example fits characteristic
   B. Characteristic
      1. example
         a. who/what/when/where
         b. how example fits characteristic
   C. Characteristic - follow the same format as in A and B . You may write about as many characteristics as you have time to write about. There must be a minimum of Three major chracteristics discussed
   D. transition sentence from western mythology to eastern mythology - no matter how many characteristics you include, this must be your final sentence for the paragraph
III. EAstern Mythology - make some general statements about it
   A. Characteristic
      1. example
         a. who/what/when/where
         b. how example fits characteristic
      2. example
         a. who/what/when/where
         b. how example fits characteristic
   B. Characteristic - continue to follow format given for western mythology This format keeps repeating itself until you are done with the characteristics you want to discuss
   C. transition sentence - again this will be the last sentence of the paragraph. It should connect eastern mythology to the hero myth paragraph
IV. Hero myths - briefly explain what they are; describe the parts
   A. Example
      1. separation
      2. initiation
      3. return
   B. Example
      1. separation
      2. initiation
      3. return
   C. transition sentence- connect hero myths to your conclusion
V. Conclusion
   A. restate info about eastern/western mythology influences/ hero myths
   B. restate some important historical information

Lesson 4 - Cultural Explorations

Objective: To explore one facet of Mexican culture and share that knowledge with the class.

Methods: Students write coherent paragraphs and read their report to the class while explaining the photographs/illustrations accompanying their area.

Materials:

Note: Before applying information sheet to poster board, please make á master set for copying purposes. You may also wish to laminate the posters once finished.

1. posterboard, glue, markers, illustrations. Use the pictures to create a poster for each cultural area. Include the information sheet with it.
2. copies of information sheets to hand to students

Procedure:

1. allow students to view posters and to choose one area for their presentation. The 22 areas are as follows:

1. Art 2. Crafts 3. Entertainment 4. Society 5. Religion 6. Politics
7. Elections 8. Poverty/The Economy 9. Education System 10. Mexico City
11. Environment 12. Indians 13. Aztecs 14. Teotihuacan/Cholula
15. Zapotecs/Mixtecs 16. Olmecs/Cacaxtla/Tarascans 17. Tulum 18. Uxmal
19. Chichén Itzà 20. Spanish History 21. Modern Revolutionary History
22. Peru and the Incas

Note: If there are more than 22 students, allow some to do the same area as anothr, but no more than 2 per area.

2. Students read and organize information into at least 2 paragraphs. Check for proper paragraph structure and make sure that no information is left out. Illustration information should be put in to the paragraphs where necessary, and not simply glossed over at the beginning of the report.
3. OPTIONAL ACTIVITY - Peer editing can be done to check for paragraph structure and mechanics.
4. Students read paper to class while using the poster as a visual aid.

Note: An oral presentation grade as well as a writing grade may be given with this lesson.

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ART

ILLUSTRATIONS

*JOSÉ CLEMENTE OROZCO) "THE TRENCH" 1923-27, DEPICTION OF REVOLUTION
*DAVID ALFARO SIQUEIROS) "THE DICTATOR PORFIRIO DIAZ" 1952-54,
*DIEGO RIVERA) "NIGHT OF THE WEALTHY" 1923 NOTE REVOLUTIONARIES LOOKING IN ON THE EXCESSES OF THE WEALTHY
*RIVERA) "THE AGITATOR" 1927 NOTE HAMMER AND SICKLE REPRESENTATIVE OF COMMUNISM
*DIEGO RIVERA AND FREIDA KAHLO) 1929 MARRIED, BOTH VISUAL ARTISTS, TWO OF MOST WELL KNOWN IN MEXICO AND THE WORLD
*FREIDA KAHLO) "DIEGO EN MI PENSAMIENTO 1943, DIEGO IN MY THOUGHTS, HE IS A PROMINENT THEME IN HER PAINTINGS
*KAHLO) "LA VENADITA" 1946, THE DOE, PAIN A COMMON THEME BECAUSE OF HER CHRONIC ILLNESS AND PAINS
*HOME OF KAHLO AND RIVERA) IN COYOACAN, SUBURB OF MEXICO CITY, MUSEUM HERE

PRONUNCIATIONS

*JOSE CLEMENTE OROZCO- ho-say cle-men-tee or-oz-co
*SIQUEIROS- see-kay-eer-oas
*PORFIRIO- por-fee-ree-o
*KAHLO- ka-low
*COYOACAN- coy-o-ah-con
*DIEGO EN MI PENSAMIENTO- dee-ay-go on me pen-sa-me-en-to
*LA VENADITA - ven-ah-dee-ta

INFORMATION

religious art and portraits popular until 1880's
José Velasco's landscapes became popular
early 1900's- artists break away from current tecniques, ideas, subject choices
nationalist movement begins
murals of history popular, revolution and liberation
begun by Rivera and then done by Orozco and Siqueiros
Rivera, Diego, 1886-1957, trained and lived in Spain and Russia
began using Mexican themes such as repression of natives, revolution, communism as a form of government, along with historical paintings commissioned by different cities
Siqueiros, David Alfaro, 1896-1974
themes on workers common, jailed for many years, critical of gov't.
Orozco, José Clemente, 1883-1949, revolutionary battles, workers, independence fighting, anti-Porfiriatist
muralists said to be the Mexican School of painters
Kahlo, Freida, 1907- 1954, many self-portraits, depict her love for Diego his unfaithfulness, her pain and chronic illness, death, a surrealist painter, (dream-like symbolic paintings, like Salvador Dali)

Diego Rivera and Frida Kahlo
Home of Rivera and Kahlo

"Diego en mi pensamiento" 1943
"La Venadita" 1946

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Siqueiros's "The Dictator Porfirio Diaz"

Rivera's "The Agitator"

Orozco's "The Trench."

Rivera's "Night of the Wealthy"

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ART

CRAFTS

ILLUSIRATIONS

*TOY CARTS) FROM SANTIAGO-TUXTLAS
*OAXACA POTTERY MAKER) SPECIAL CLAY, FINISH, AND FIRING PROCESS CREATES SHINY BLACK SURFACE
*TALAVERA POTTERY) MADE ONLY IN PUEBLA, MEXICO
*HOT AIR BALLOON) LIGHTED, FUELED COTTON WAD CREATES HOT AIR, MADE FROM TISSUE PAPER, SANTIAGO-TUXTLAS
*OAXACA BASKETRY) MADE OF THIN, DYED REEDS, VERY FLEXIBLE
*CHIAPAS WEAVER) USING BACKSTRAP LOON TO MAKE CLOTH
*FREDERICO CARILLO) AGE 14, CREATES ALEBRIJES FOR A LIVING
MANUEL JIMENEZ) ARTIST, INVENTOR OF ALBRIJES
*ALEBRIJES) FANCIFUL WOODEN ANIMALS, HAND-CARVED AND PAINTED

PRONUNCIATIONS

*OAXACA- wa-ha-ca
*SANTIAGO-TUXTLAS-san-tee-ah-go toost-las
*ALEBRIJE-al-ay-bree-hay
*TALAVERA- ta-la-vair-ah
*FREDERICO CARILLO- fred-er-ee-co ca-ree-yo
*MANUEL JIMENEZ- mon-well he-men-ez

INFORMATION

Manuel Jimenez of Arrozola, oaxaca, inventor of wooden animals
uses machete, knives, nails, hammers, carves in copalio or sompantle wood
uses cedar or aquila wood for fine carvings
noted for animal and nativity scenes
started making clay animals as a child, his sons work with him
makes his own corn husk brushes
Frederico Carillo- tour guide of Arrozola, takes visitors to homes of residents who also make animals, many in the village now do this for a living, Frederico lives with his teacher and mentor
Huichole indians (wee-cho-lay) make "god's eyes"- actually a symbol to protect arrows and make them work well
Atzompa- Oaxaca village where green pottery is made
animal carvers- whole family helps, men carve, women paint
Teotitlan del Valle (tay-o-teet-lon val) rug-making capital of Oaxaca
wool is hand spun, dyed, and woven, Zapotec designs are used
whole villages specialize in a particular craft, lowest prices are in the village where the item is made

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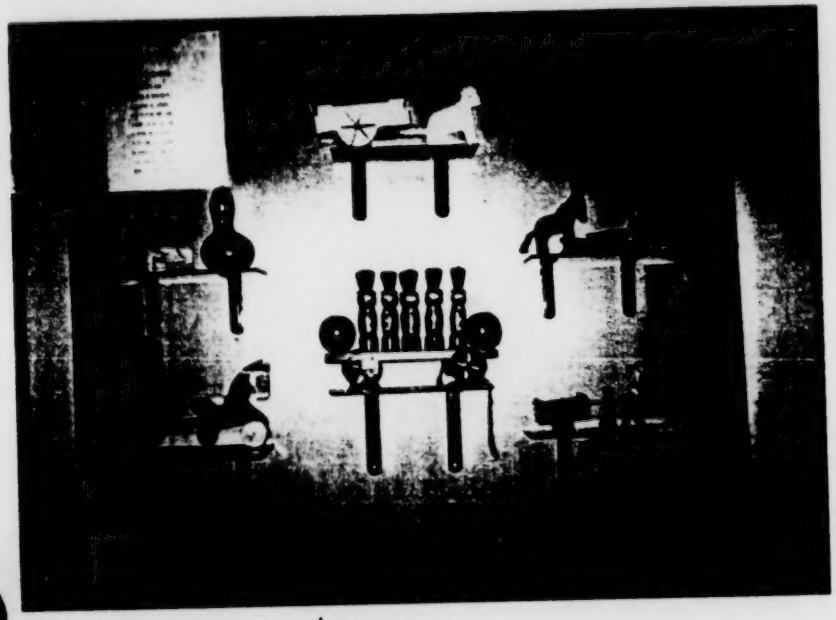
hot air balloon



toys

Tarahumara basketry

Chiapas weaver

Talavera pottery

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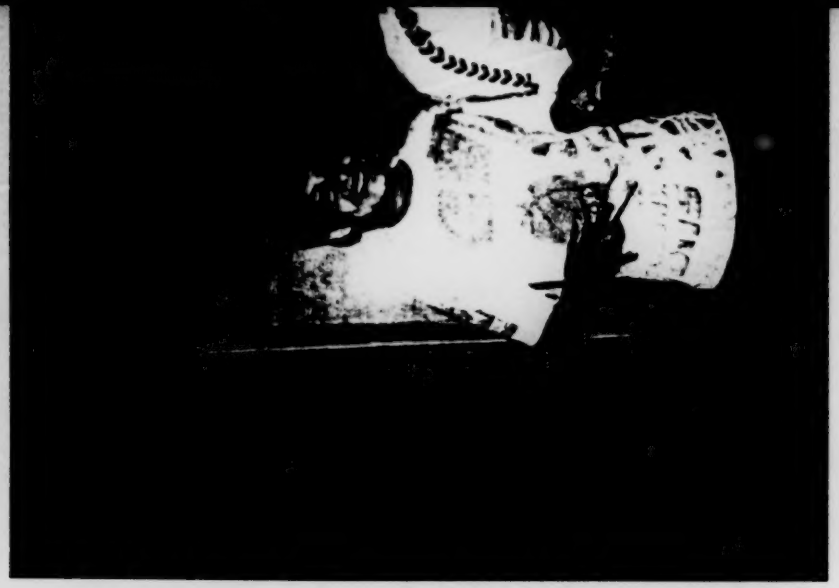

Frederico Carrillo - Artist

Manuel Jimenez - artist

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Oaxaca Pottery maker

ENTERTAINMENT

ILLUSTRATIONS

*RIBBON DANCE) MERIDA IN THE YUCATAN, FOURMEN, FOUR WOMEN WEAVE RIBBON AROUND A POLE WHILE DANCING
*PINEAPPLE DANCE) OAXACA, NATIVE HAND EMBROIDERED DRESSES, HAIR FILLED WITH RIBBONS, PROBABLY A HARVEST DANCE
*LOS MARIACHIS) IN SALON TENAMPA, GARIBALDI SQUARE, MEX. CITY, THEY WILL PLAY YOU A SONG FOR 20 PESOS
*MARIACHI BAND) INCLUDES SINGING, GUITARS, VIOLIN, AND TRUMPET
*PICADOR ATTACKS BULL) FIRST STAGE OF A BULLFIGHT, STAB BULL IN SHOULDER
*PICADORS ENTER THE RING) BEGIN THE PROCESSION OF MATADORS (TOREROS) INTO THE RING
NOVIERO AND BULL) STAGE TWO, BULLFIGHTER FORCES BULL TO CHARGE TO MAKE IT TIRED
*MEXICO CITY'S BULLRING) PLAZA MEXICO TICKET STUB, "THE MOST LARGE AND COMFORTABLE IN THE WORLD"
*INDIAN "FLYERS") DESCEND FROM TOP OF POLE, ROPES UNWIND,
*"FLYERS" PREPARE TO DESCEND) ROPES BEING WOUND AROUND TOP OF POLE/TULUM
*CEILING, PALACIO DE BELLAS ARTS) MADE OF TIFFANY STAINED GLASS, DOMED
*JALISCO DANCERS) THE "MEXICAN HAT DANCE" MUSIC ORIGINATED HERE, USE MARIACHI BAND, WESTERN MEXICO
* ZACATECAS DANCERS) CENTRAL MEXICO, ROPE DANCE INSIDE A LASSO
*AZTEC DANCERS) WEAR NATIVE COSTUMES, DANCE TO THE FOUR GODS OF THE FOUR DIRECTIONS, THE CONCHEROS.
*PALACIO DE BELLAS ARTES) THE PERFORMING ARTS CENTER, MEXICO CITY

PRONUNCIATIONS

*OAXACA - wa-ha'-ca
*PICADOR - peek'-ah-dor
*NOVIERO - no-vee-air'-o
*TULUM - too-loom'
*ZACATECAS - za-ca-tay-cas
*MARIACHI - ma-ree-ah'-chee
*TORERO - tor-air'-o
*MEXICO - may'-he-co
*JALISCO - ha-lee'-sko
*PALACIO DE BELLAS ARTES-pa-la-see-o de bay-yas arts

INFORMATION

Ballet Folklorico de Mexico- Amalia Hernandez, general director and choreographer
began in 1952, at Palacio since 1959, dedicated to the preservation of the music, dance, and folklore of all parts of Mexico
dances from Michoacan, Chiapas, Tixtla, Zacatecas, Tlacotalpan, Tlaxcala, Yaqui indians of Veracruz, Aztecs, and Jalisco
Bull fights - bull is forced to charge and become tired,
picadors stab bull in shoulder with long staves, sometimes the horse gets hurt
the banderillas come out and the three men take turns at the bulls shoulder with long picks (inpairs) that must stay in shoulder
noviero stabs bull in shoulder, sword must remain in shoulder
bull falls, and is stabbed at base of skull to cut spinal cord
meat is fed to the orphanages, the only saving grace of this sport
noviero- novice fighter, summer season
torero- professional fighter, winter season
mariachis- music from Jalisco, many groups compete in Garibaldi Square

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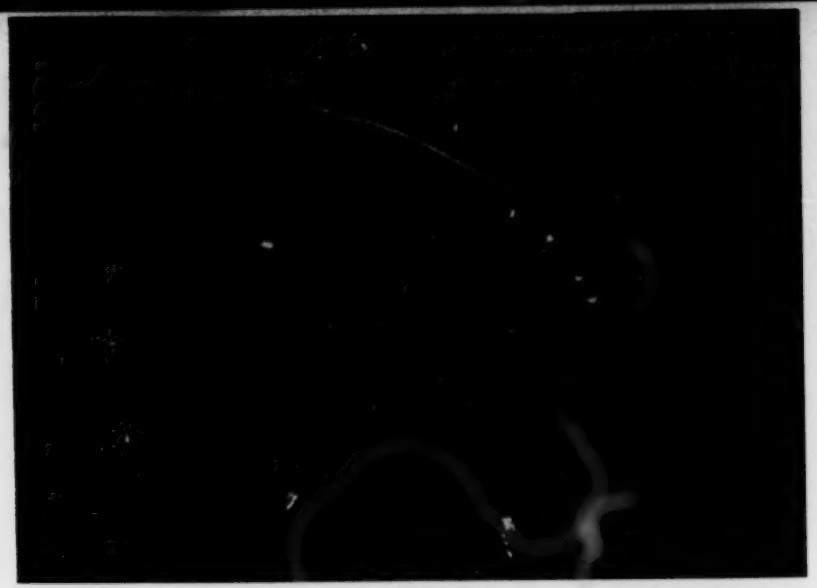

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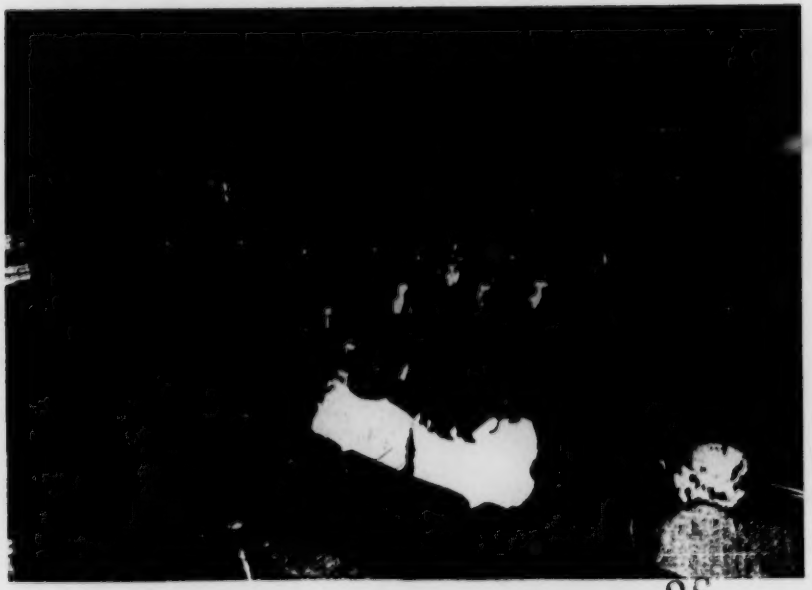

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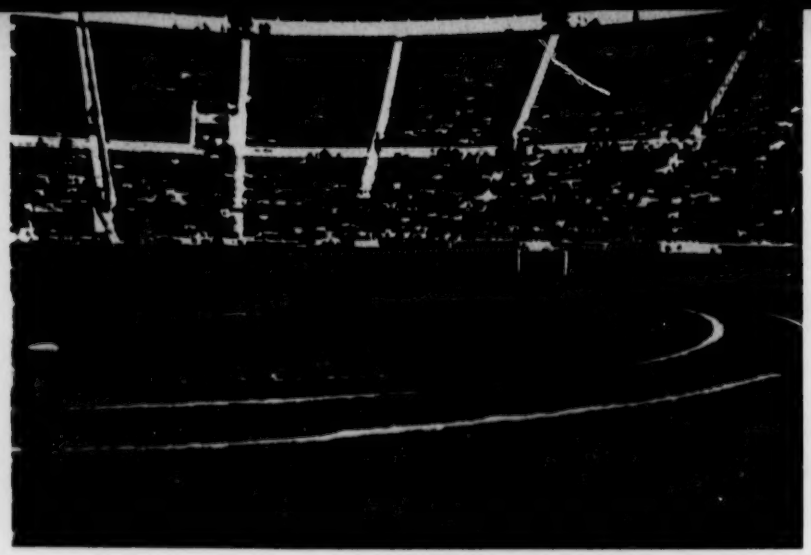
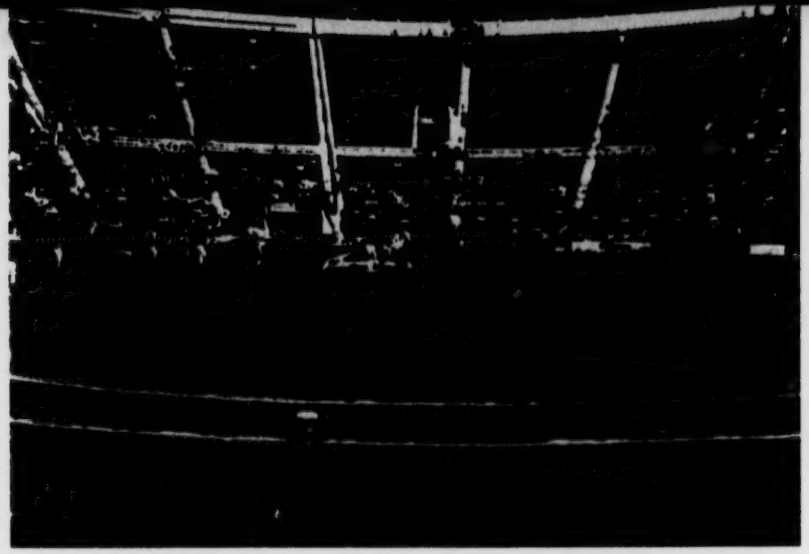
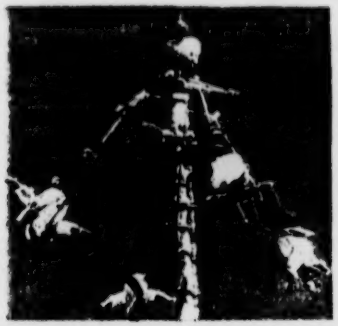
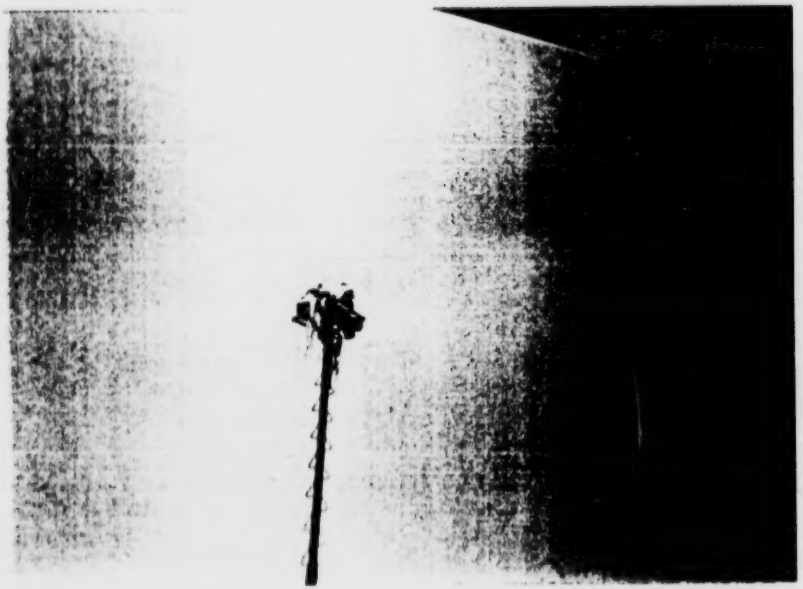




Plaza México

La Más Grande y Cómoda del Mundo





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SOCIETY

ILLUSTRATIONS

*RURAL ADOBE HOME) Michoacan, adobe house made of straw mud, and cattle dung, tile clay roof
*ZOCALO IN VERACRUZ) GOVERNMENT SQUARE FILLS WITH DANCING, DINING, SELLERS AT NIGHT
*MEXICO CITY WEALTH) A WOMAN WRITER RELAXES IN HER PLUSH LIVING ROOM
*WEDDING DAY) A BRIDE GETS PAMPERED ON THIS SPECIAL DAY, GIRLS DREAM OF A BIG CHURCH WEDDING
* INDIAN WOMEN) WAITING IN LINE TO VOTE, NOTE THEIR REBOZOS, MANY WILL NOT LEAVE THE HOUSE WITHOUT IT, REBOZO=SHAWL
*AT THE MOLINO) CORN GRINDING MILL PROVIDES OPPORTUNITIES TO SOCIALIZE
*LECHERO AT "LA PARROQUIA") VERACRUZ COFFEE HOUSE, POPULAR PLACE FOR THIS COFFEE/HOT MILK DRINK
*TYPICAL MARKET) BUY FOOD, FLOWERS, CRAFTS, AND ANYTHING ELSE YOU CAN THINK OF, BARGAINING IS EXPECTED IN MOST CASES

PRONUNCIATIONS

*MICHOACAN- mee-cho-ah-con'
*ZOCALO- so-ca-lo
*REBOZO- ray-bo'-so
*LECHERO- lay-chair-o
ADOBE-ah-doe-bee
*VERACRUZ- vair-ah-cruise
*MOLINO- mo-lee'-no
*PARROQUIA- pa-ro-key'-ah

INFORMATION

Mexicans thought to be lazy, dominated by whites/Spanish
pelado- urban peasant, doesn't thrive in city, causes melancholy (sadness) of the soul
time passe in a gentle rhythm, slow pace, no need for punctuality
machismo- male domination prominent
bourgeoisie- middle classes, repulsed by conditions of working class that they created
proletariat- working class, the "culture of poverty"
2 Mexicos- rural-barbarous, backward, indigenous
urban-modern, industrial, mestizo
mestizo (mes-tee-zo) one of mixed indian and Spanish heritage, 90% of pop.
apretado- upper class snob, refined, dignified, reserved
impossible to create one Mexican community
women- seen as virgins or prostitutes, wife is the virgin image, lover is prostitute image
men- often take girlfriends while married, may have an illegitimate family
wife- often controlled by husband
family ties extremely important, do favors for each other
appearances are crucial, more macho if man has more dependents, this includes not only family, but employees who hold lower positions
favors are exchanged within circle of family and friends
lower classes exchange favors for food, shelter, jobs
middle class favors for jobs, schools, phones, government services, loans, housing
loyalties are important, trust that others will follow through
occurs at jobs, too, not just with family/friends

Lechere at "la Parroquia"

Rural village scene

Market

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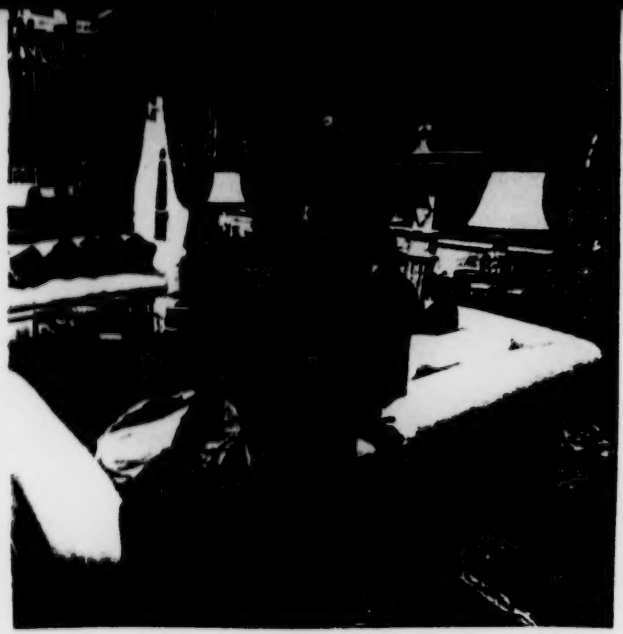

34 Indian women

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RELIGION

ILLUSTRATIONS

*LEARNING CATHOLICISM) CHILDREN LEARN TO BLESS THEMSELVES FROM A FRANCISCAN FRIAR
*VIRGEN DE GUADALUPE) A PORTRAIT OF THE VIRGIN MARY AS SHE APPEARED TO JUAN DIEGO, AN INDIAN, IN 1531, A NATIONAL SYMBOL
*BASILICA DE GUADALUPE) CHURCH DEDICATED TO THE VIRGIN, PILGRIMS COME HERE TO PRAY FOR BLESSINGS, HOLDS A MUSEUM OF RELIGIOUS ART
*COFFIN FOR CHRIST) CARRIED THROUGH STREETS ON GOOD FRIDAY, THE DAY OF JESUS'S DEATH ON THE CROSS, PART OF EASTER WEEK CELEBRATION
*CHURCH AT TONANTTZINTLA) DESIGNED BY INDIANS, FILLED WITH CARVED FACES, INDIANS AS ANGELS, SPANIARDS AS DEVILS
*SKULL CANDIES) EATEN BY CHILDREN DURING DAY OF DEAD FESTIVITIES, SKELETONS AND SKULLS COMMON SYMBOLS OF THIS DAY
*FIRST COMMUNION) YOUNG GIRLS PARTICIPATE IN CEREMONY TO INITIATE THEM INTO CHURCH RITUAL, ABOUT AGE 6 OR 7
*DAY OF THE DEAD ALTAR) AN OFRENDA, ERECTED IN HOMES, BUSINESSES, CEMETERIES

PRONUNCIATIONS

*VIRGEN DE GUADALUPE- veer-hen' gwa-da-loo-pay
*TONANTZINTLA- toe-nan-zeent-la *DIA DE LOS MUERTOS- dee-ah mwair-toas

INFORMATION

1531- Juan Diego has 3 visions of a dark-skinned Virgin Mary, commanded him to get priests to build a church
Basilica at site of worship for Aztec's Tonantzin, or earth mother, common to build church at temple site to get indians there
Guadalupe feast day is December 12, starts the Christmas season
Day of dead- commune with ancestor's spirits/souls, called All soul's Day in Catholic church, death is not feared, it is mocked, life is celebrated, pray for souls of departed Christians, colors for holiday are black, white, pink, yellow, gold
syncrtism- combine Christianity with indian beliefs, equate Jesus, Mary, Joseph, god, saints with ancient gods, festivals often include masks and dances of ancient religions
conquest- convert the indian to Christianity
Inquisition- activities such as burning at stake and torture used to force conversions, after indians, then protestants and Jews
Separation of church from state in 1820's
Benito Juarez allows other religions in Mexico, confiscates church property, closes church schools, 1857
last 30 years more Protestant converts among indians
figures range from 90-93% Catholic, 5% Protestant
social life, morality, literature, music, and decor influenced by church
Christmas- use nativity scenes, posadas, piñatas, pageants, special foods, villacicos
villancicos- carols, posadas- re-enactment of Mary/Joseph journey, piYnata- candy filled papier maché figure to break open

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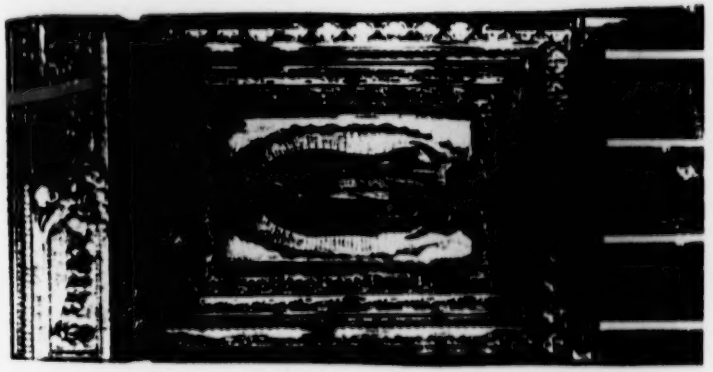
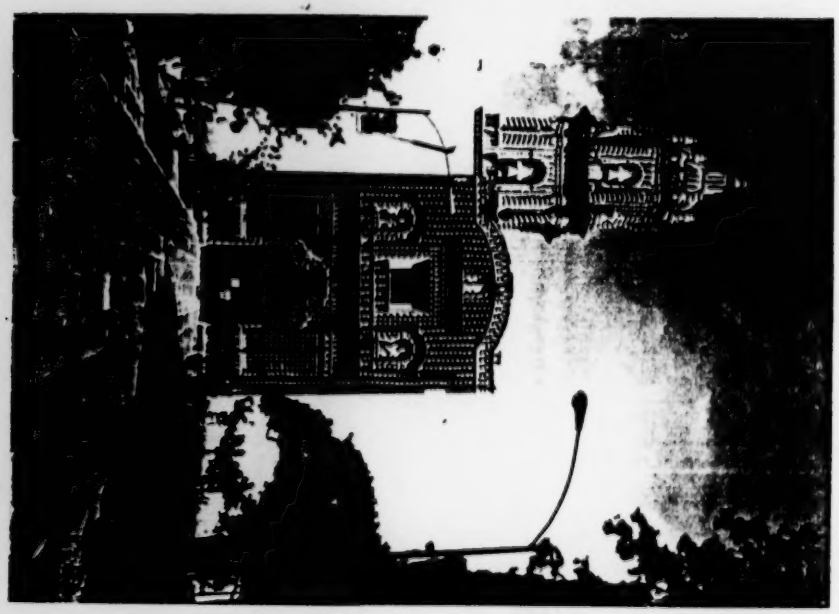
learning Catholicism





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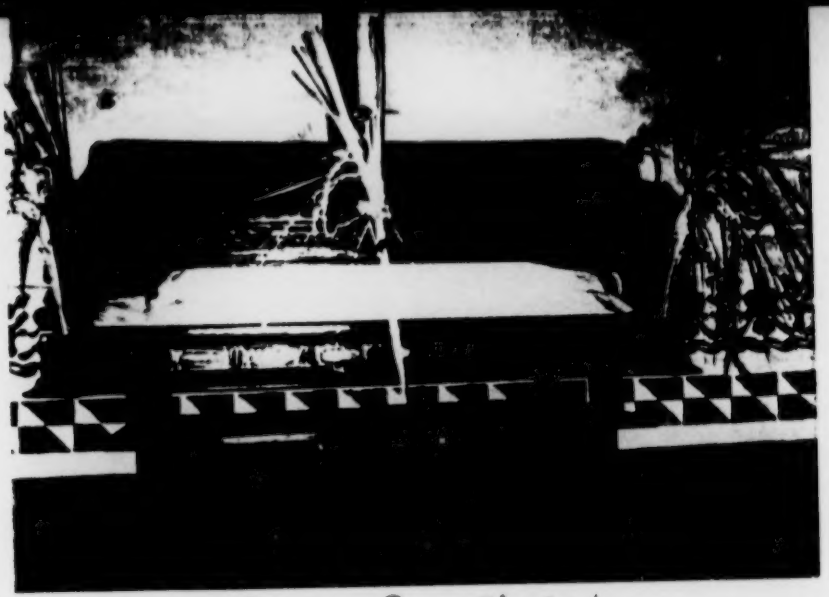

coffin for Christ

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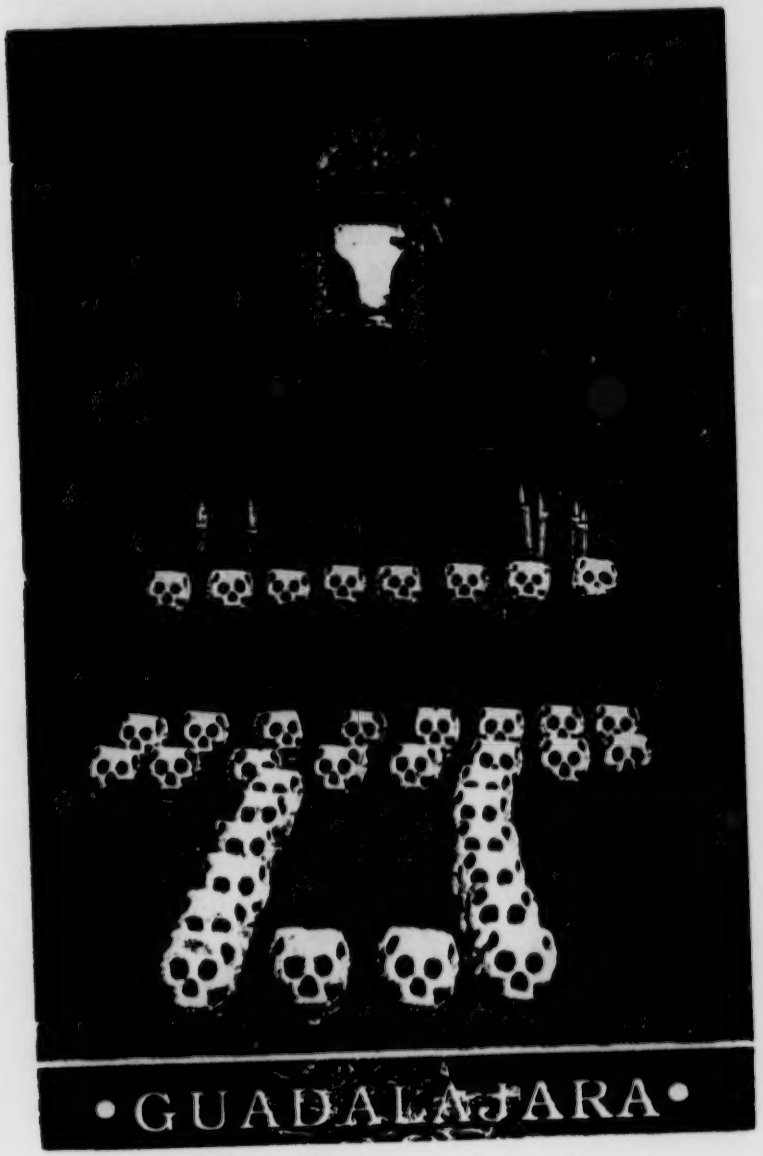

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ILLUSTRATIONS

*GROUPS AGAINST THE ELECTIONS) SUGGEST NO VOTING, POPULAR RESISTANCE TO CURRENT GOVERNMENT
*FRENTE POPULAR FRANCISCO VILLA) FOLLOWERS OF VILLA'S IDEALS
*MOVIMIENTO PROLETARIO INDEPENDIENTE) INDEPENDENCE FOR THE PROLETARIAT (THE COMMON PEOPLE)
*PARTIDO LABORAL PROGRESISTA) "REFORM THE DEMOCRATIC BOURGEOISIE WHO DO NOT GIVE LIBERTY TO WORKERS, ONLY COMMUNISM ACHIEVES THIS"
*PRESIDENT SALINAS) AT PODIUM WITH MADRAZO, PEACE NEGOTIATOR FOR GOVERNMENT IN CHIAPAS WITH ZAPATISTAS

PRONUNCIATIONS

*FRENTE POPULAR FRANCISCO VILLA - fren'-tay pop-oo-lar' fran-see'-sco vee'-ya
*MOVIMIENTO PROLETARIO INDEPENDIENTE - mo-vi-me-en'-tow pro-le-tar'-ee-o in-day-pen-dee-en'-tay
*PARTIDO LABORAL PROGRESISTA - par-ti'-doe la-bor-al' pro-gray-see'-sta
*SALINAS - sa-lee'-nas *MADRAZO - ma-dra'-zo *CHIAPAS - chee-ah'-pas

INFORMATION

RITUALS PREVENT VIOLENCE BUT ALSO KEEP OUT TOTAL DEMOCRACY
contentment with system as it is
government is evasive, wasteful, devious, corrupt
president- all powerful for his 6 year term, no re-election, controls congress, judiciary, governors, PRI political party(Partido Revolutionario Institutional), bureaucracy, economic and foreign policy, military. negotiator between labor, church, army, media
each administration redistributes power and privilege
PRI members will be picked to fill posts, PRI candidate chosen by president to run in next election
advancements get close to president or his nominee for next president, show loyalty/discipline
PRI always wins elections
church has pwer because 93% of mexicans are catholic, control festvals, and symbols of unity like Virgin of Guadalupe (gwa-da-loo'-pay)
army doesn't have much power, generals get rich illegally, sometimes through drug trafficking
government funds opposition parties to appear democratic
opposition sometimes gets local or congressional offices
Communist party- hero is Ché Guevara (chay gwa-va-ra), often suppressed, members have "disappeared", been tortured, assassinated
government works on system of favors / patronage
officials seen as theives, police take bribes, poor get no justice because they can't pay bribes
bribes get faster service and favors
PRD- Partido Revolutionario Democracia wants true democracy, original revolution goals, address demands of 45 million in poverty, freedom of unions, press, expression, recovery of social problems, education
PAN - Partido Action National- Diego Gevallos, 1988 voted to burn ballot boxes to hide true results of the election
corruption gets in way of environmental efforts, but President Salinas is trying, strongly nationalistic unlike other 3rd world nations

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AQUI ESTA PANCHO VILLA !!!!

SE NOS REPRIME Y PERSIGUE POR LUCHAR POR VIVIENDA PARA CADA FAMILIA MEXICANA

MOVIMIENTO PROLETARIO INDEPENDIENTE
Domicilio Social: Insurgentes Sur 300-802
Colonia Roma
Tel. 564-51-48

Julio de 1994.

AL PUEBLO DE MEXICO:

Las organizaciones que conformamos el Movimiento Proletario Independiente (M.P.I.) manifestamos:

1.- Nuestras actividades organizativas y políticas se ajustan a lo establecido en la Constitución Política de los Estados Unidos Mexicanos.

Reformar la Democracia Burguesa No Liberará a Trabajadores Sólo el Comunismo lo Logrará

la Liberación
l Democrática
ıciosas en el

ıtico del país,
oluntad de los
n esfuerzo y

No sólo el descontento generalizado y la movilización creciente de sectores amplios de la clase trabajadora tan temida por los capitalistas, han hecho que crezcan

La naturaleza genocida y fascista capitalista sólo puede ser derrotada con la insurrección armada de toda la clase trabajadora teniendo como meta acabar con los capitalistas y su sistema, y establecer una nueva sociedad comunista sin patrones. Solamente bajo el comunismo, una sociedad sin salarios ni dinero, donde no habrán patrones ni ganancias, se podrá lograr la igualdad que los trabajadores desde

Esta clase de movimiento consciente sólo puede ser organizado por un partido comunista revolucionario como el PLP

PARTIDO LABORAL PROGRESISTA
Apartado Postal # 75-389
C.P. 07300

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Tolchos
Frente Popular Francisco Villa
Movimiento Proletario Independiente
Partido Laboral Progresista
Unidad Obrera y
Jorge Meléndez Galicia

ELECTIONS

ILLUSTRATIONS

*THREE MAJOR CANDIDATES) VITAL STATISTICS ON EACH PLUS FACETS OF THE ELECTIONS
*THE NINE POLITICAL PARTIES) THE SYMBOLS FOR EACH PARTY
*MARCELA LOMBARDO) PARTIDO POPULAR SOCIALISTA, POPULAR SOCIALIST PARTY, PRESIDENTIAL CANDIDATE
*SEÑOR CUELLAR AND HIS VOTING CARD) INCLUDES PICTURE, SIGNATURE,AND THUMB PRINT, NEW CARDS DESIGNED TO PREVENT FRAUD
*FRÌAS ALMEIDA) PARTIDO TRABAJO, WORKER'S PARTY, SPEAKING FOR PRESIDENTIAL CANDIDATE CECILIA SOTO, "THE PEOPLE ARE TIRED OF ALL THE PROMISES"
*BANNERS ?OR CAMPAIGNING) EACH PARTY STRINGS PLASTIC BANNERS ACROSS ROADS

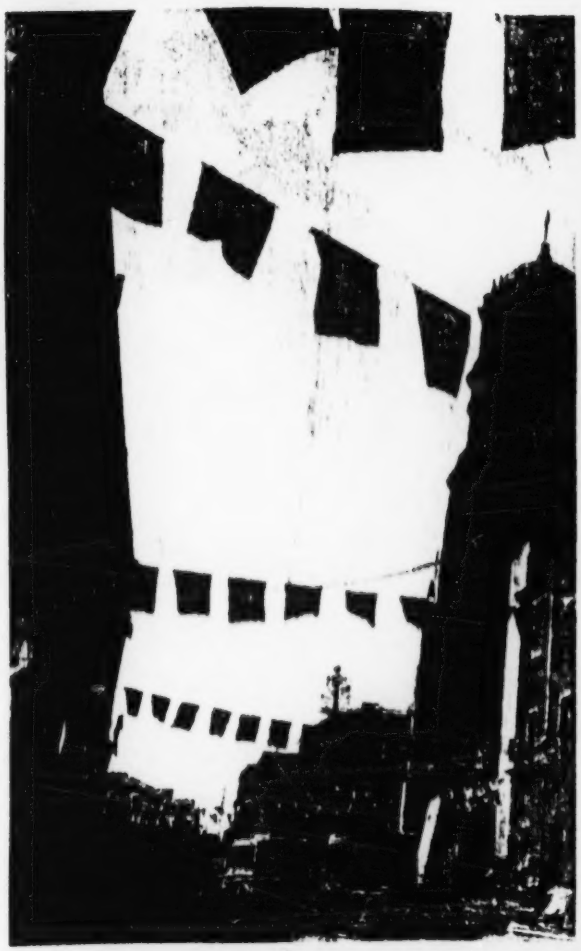
PRONUNCIATIONS

*CEVALLOS - se-vie'-yos
*CUELLAR - kway-yar
*TRABAJO - tra-ba'-ho
*FRIAS ALMEIDA - free-as al-may-ee-da
*PARTIDO POPULAR SOCIALISTA - per-tee-do pop-oo-lar so-see-al-ee-sta

INFORMATION

1st televised debate 1994, Zedillo, Cevallos, Cardenas
65% turnout at the polls
voting- get ink on thumb to keep people from voting twice
Zedillo part of young democratic group in the PRI
PRI= unions, big business
PAN= conservative, Catholic, small business
PRD= rural populations, equality of services
common to stand in long lines, up to 3 hours in some places because ballots ran out
PAN/PRD complained of irregularities
PRD rally in zocalo after PRI victory, claiming fraud, 20,000 people
Cardenas called on President Salinas to resign partly because of 1988 election fraud, urged civil resistance to government
Zedillo had 20% lead over all other competitors
reports that rural Cardenas supporters were turned away at polls, their names disappearing from register, lack of materials
Instituto Federal Electoral - IFE in charge of elections, new agency
voting card- color photo, holograph of the Mexican eagle, voter's signature, thunbprint, electronic security strip
PRI always wins- a kind of one-party dictatorship, people afraid to vote for other parties, people won't be interviewed about choices in any place where they can be identified, like home or work, for fear PRI will punish them
PRI - long history of suppressing opposition, especially communists, original candidate Luis Donaldo Colosio assassinated while campaigning, PRI splitting into 3 groups, old members who want no changes, middle aged members who can't decide what's best, and "Democracia 2000", the young men who want more real democracy
congress could be only 40% PRI and 60% opposition which makes it harder to get 66% approval for new laws

"LA GENTE está cansada de tanta promesa": Frías Almeida. ■



Banners for campaigning

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THE CANDIDATES

AP

ERNESTO ZEDILLO (say-DEE-yoh), 42 of the ruling Institutional Revolutionary Party (PRI). Married with five children. Has a master's and doctorate in macro and international economics from Yale University. Joined Mexico's ruling PRI in 1971 and served as secretary of planning and budget and secretary of education under current President Carlos Salinas de Gortari. Was a key architect of Salinas' economic reform policy. Served as campaign manager for Luis Donaldo Colosio, PRI candidate who was assassinated in March. Zedillo was selected to replace him. Is viewed as the candidate who most represents the status quo. Campaigning on a theme of continuing basic thrust of the Salinas presidency. **PROSPECTS:** The front-runner. Had 46 percent in a recent nationwide preference poll of 1,526 people.

AP

DIEGO FERNANDEZ DE CEVALLOS, 53, of the conservative National Action Party (PAN). Married with four children. A longtime opposition legislator. Has called for a continuation of free market reforms that revitalized the Mexican economy. But also supports a devaluation of the Mexican currency, the peso, which would aid manufacturing and agriculture but hurt banks and stocks. Has opposed abortion and artificial birth control. **PROSPECTS:** Surged in early polls after strong performance in Mexico's first nationally televised presidential debate. In a recent nationwide poll, was favored by only 19 percent.

CUAUHTEMOC (kwow-TAY-muk) CARDENAS, 60, of the center-left Democratic Revolutionary Party (PRD). Married with three children. A well-known opposition politician who is the son of one of Mexico's most beloved presidents. Ran in the 1988 presidential race and he was believed by many to have won, only to have it stolen from him in PRI vote fraud. Draws most of his support from urban and rural poor. Calls for modifications in the North American Free Trade Agreement to aid agricultural and industrial producers who have been hit by U.S. competition. **PROSPECTS:** Has consistently taken third place in nationwide preference polls.

THE ELECTION

Some details of Mexico's Aug. 21 elections for president and Congress:

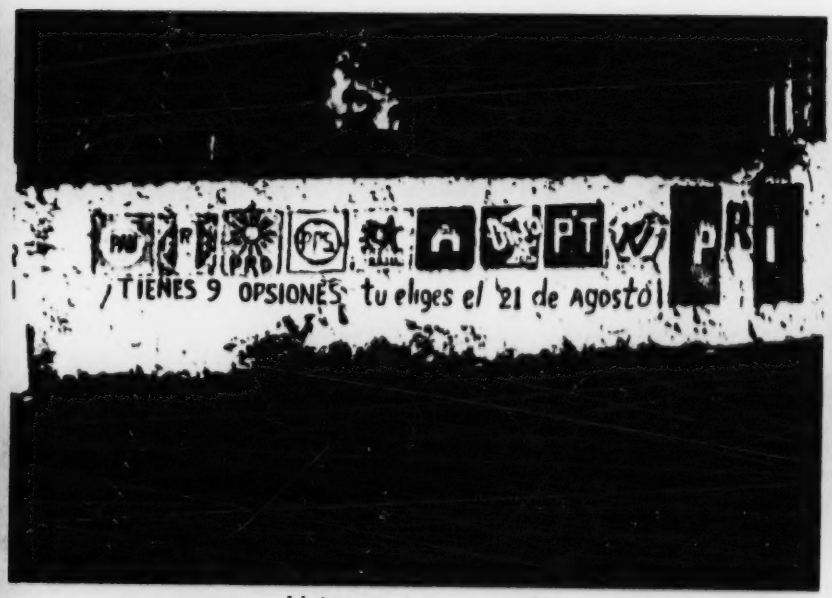
PRESIDENCY — Seven men and two women are candidates for single six-year term beginning Dec. 1. Major candidates: Ernesto Zedillo of ruling Institutional Revolutionary Party, Diego Fernandez de Cevallos of National Action Party, Cuauhtemoc Cardenas of left-leaning Democratic Revolution Party.

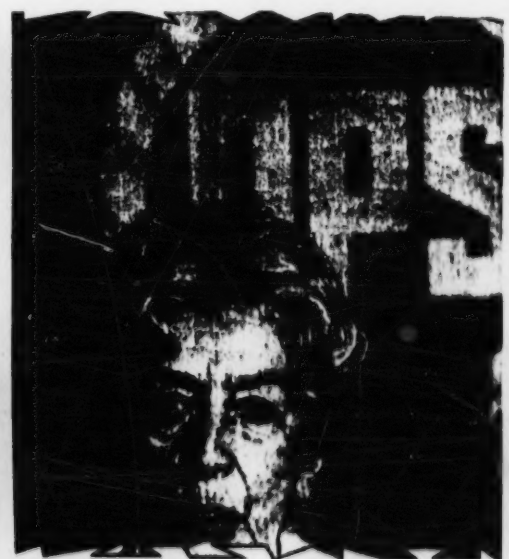
SENATE — Size to double from 64 members to 128, with four members each from 31 states and federal district. Voters will elect 98 and 32 will be holdovers elected in 1991. Entire Senate to be replaced in next election, with members limited to single six-year term, coinciding with presidency.

CHAMBER of DEPUTIES — 500 members, 300 elected directly, remaining 200 distributed among parties in proportion to percentage of vote. Three-year term.

VOTERS — About 47-million of estimated 50-million Mexicans of voting age, roughly 95 percent, registered and 45.7-million have picked up credentials needed to cast ballots.

POLLING PLACES — 97,438, open 8 a.m. to 6 p.m.





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POVERTY/THE ECONOMY

ILLUSTRATIONS

*YOUNG BOY AT WORK) BREATHING FIRE TO EARN HANDOUTS FROM MOTORISTS, RISKS BURNS, INHALATION OF DANGEROUS CHEMICALS
*BARRIO INDIAN CHILD) NOTE TORN, DIRTY CLOTHING
*TYPICAL EJIDO FARM) NOTE NEEDED REPAIRS, WOMEN MAKE POTTERY FOR MONEY
*YOUNG GIRL AT WORK) PLAYS THE ACCORDION ON BUSES FOR MONEY, 6 YEARS OLD
*FARMING FOR A LIVING) A "FLOATING GARDEN" WORKED BY HAND, AZTEC METHOD
*POACHERS FROM MEXICO) IN GUATEMALA TRYING TO SELL JAGUAR SKIN
*REFORMATORY) XALAPA, VERACRUZ- HOME TO POOR, INDIGENT CHILDREN, USUALLY ARRESTED FOR THEFT

PRONUNCIATIONS

*BARRIO - ba-ree-o
*EJIDO- ay-he-doe
*XALAPA - sha-la-pa
*VERACRUZ - vair-ah-cruise

INFORMATION

Chiapas is poorest state in Mexico, not enough land, schools, hospitals
30 million peasants below pverty line
mostly farmers in rural areas, grow enough to feed family, a little to sell
70% of the population live day-to-day, hand-to-mouth
pneumonia, enteritis (inflammation of the intestines) common due to lack of sewage treatment/clean water, or health care
33 million are considered to be malnourished
middle class getting poorer, wealthy getting richer
U.S. invested 60 billion dollars in Mexico because of NAFTA (North American Free Trade Agreement)
economy- was closed to imports, had high-priced, low-quality Mexican goods, 1980's re-opened economy, increased export dollars
current middle class wages are still adequate for consumerist attitudes
no unemployment insurance, so people must find other work, lack of good jobs with decent pay, informal jobs and self-employment increase, like street vendors for example
33% of women work somewhere
reform schools- mostly filled with kids in extreme poverty, commit crimes to come back for food/shelter, 80% of them return
poor, rural people see Mexico City as chance for better life, usually dad goes first, sets job, brings family
30% of families in Mexico City sleep in a single room with the average family size being 5 people
large families common- an investment for old age, someone to help earn money, take care of elderly parents
over 1000 people come to Mexico City each day from poor, rural areas
easier for women to find work than men

barrio child
mural

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47

Farm

two cow farm
mural

48

Peaches from Mexico

49

50

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EDUCATION SYSTEM

ILLUSTRATIONS

*COLEGIO DE LA PAZ VIZCAÌNAS) PRIVATE SCHOOL, MEXICO CITY, ABOUT 1600 STUDENTS
*COURTYARD OF COLEGIO) USED FOR MORNING ACTIVITIES, NOTE CLEAN SPACIOUSNESS
*SUMMER CAMP) A CAMP FOR ARTS AND CRAFTS AND TRADITIONAL MEXICAN CUSTOMS, IN WESTERN MEXICO
*AMERICAN SCHOOL) PRIVATE SCHOOL, CLASSES MOSTLY IN ENGLISH, GRADES K-12
*LUZ MARGARITA HERMOSILLA) TEACHER, PUBLIC SCHOOL, NOTE HER DESK AND MATERIALS
*PRIMARY SCHOOL COURTYARD) GRADES K-6, located in Chihuahua
*GRADUATION PRACTICE) FROM 6th GRADE, NOTE SMALL SIZE OF CLASS, BAND IN BACKGROUND, IN MICHOACAN
*SEÑORA HERMOSILLA'S 2nd GRADE CLASS) CRAFTS TIME, NOTE SPARSE FURNISHINGS, RUGGEDNESS OF ROOM, NO AIR CONDITIONING

PRONUNCIATIONS

*COLEGIO DE LA PAZ VIZCAÌNAS - co-lay'-he-o dee la poz veez-ca-ee'-nas
*LUZ MARGARITA HERMOSILLA - looz mar-ga-ree'-ta air-mo-see'-ya
*CHIHUAHUA - chee-wa'-wa
*MICHOACAN - me-cho-ah-con'

INFORMATION

American School - since 1888, very much like U.S. schools, most classes in English, private, much wealth, nice, modern facilities, tennis, pool, gym, football, baseball, computers
Colegio de la Paz Vizcaìnas - originally a girls school run by the church, private now, still emphasizes needs education, "character training of women", grades k-12, primary, secondary, and preparatory levels
public school - compulsory through grade 9, preschool ages 4-6, primary grades 1-6, secondary grades 7-9, preparatory grades 10-12
preparatory level is to train you to do something, though it could be simply to get ready for college
teachers teachers finish secondary training and go to Escuela Normal for special teacher training for preschool or primary levels, secondary training requires longer mare specialized training
some efforts in rural areas to teach kids in their native language first, then in Spanish, helps maintain culture
parents not usually concerned with schoolwork
most barely complete grade 6, 4th grade is the average, 16% complete grade 6
primary teachers teach all subjects
teachers are sometimes poor workers because the pay is so low and you must go wherever the government sends you
87% literacy rate
14 million in primary school, only 6 million in secondary school
higher education - universities, free for those who qualify but space is limited, test for qualification, 15% of 20-24 year-olds attend 40% of those are female
most kids only see books in school, very few libraries, parents won't buy them

Primary School Courtyard

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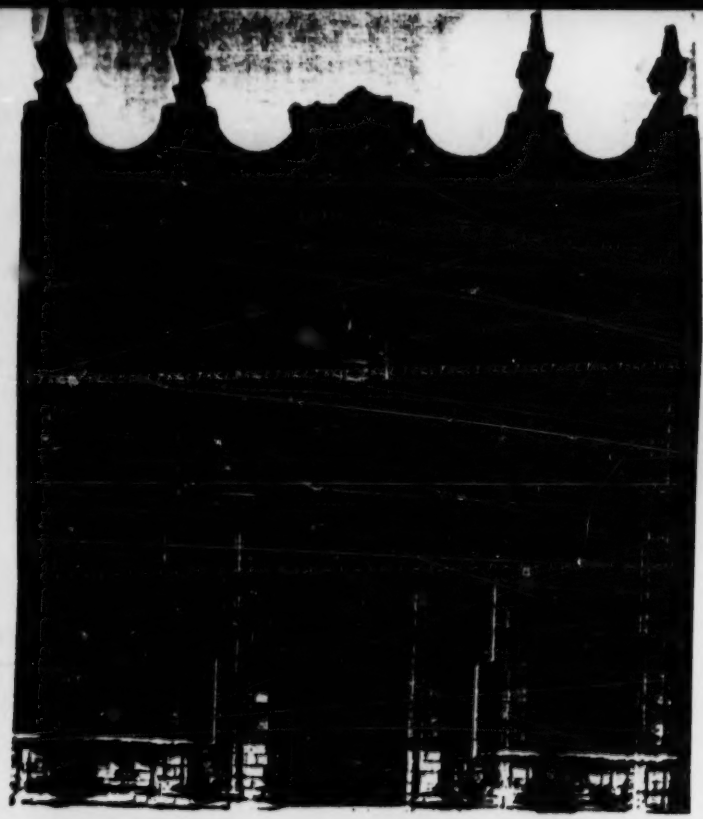

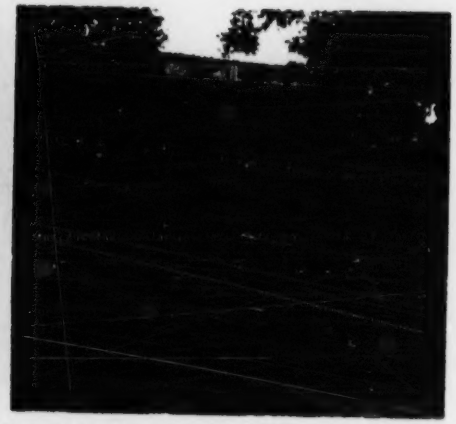

CASE, A.C.

Campamentos Verano de 1994

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EL MOLINO
Erongarícuaro,
Michoacán

MEXICO CITY

ILLUSTRATIONS

*THE ANGEL AT NIGHT) NOTE VOLUME OFTRAFFIC ON PASEO DE LA REFORMA, MONUMENT TO INDEPENDENCE, HIDALGO SUPPOSEDLY WAS BURIED HERE
*RUSH HOUR SUBWAY) IT"S A CRUSH TO GET IN AND OUT, SEPARATE CAR FOR WOMEN AS SEEN THROUGH WINDOW
*OVERVIEW OF MEXICO CITY) RIGHT HALF
*OVERVIEW OF MEXICO CITY) LEFT HALF, NOTE HAZE FROM SMOG, TOP OF PICTURE
*THE ANGEL) DURING WORLD CUP SOCCER MATCH, COMMON GATHERING SPOT, PEOPLE RUN AROUND IT YELLING "VIVA MEXICO!"
*BUSY MARKET STREET) BARGAIN FOR JEWELRY, SMALL ELECTRONICS, CLOTHING, ALMOST ANY MODERN ITEM YOU CAN THINK OF

PRONUNCIATIONS

*PASEO DE LA REFORMA - pa-say'-o dee la ray-for'-ma
*VIVA MEXICO - vee-va may'-he-co

INFORMATION

1990- 20 million people (twice size of New York City), 400 square miles
polluted water, air, traffic noise pollution
smog heavy, winter dust storms (tolvaneras) blow in dries excrement and bacteria because of sewage problems, no rain in winter - worst time
common joke among citizens- if the sewage and bacteria in the air was fluorescent, Mexico City wouldn't need streetlights
garbage disposal inadequate, much of it goes uncollected
biggest problem- factory/auto emissions
character of city- slow pace, formal dressing, markets, foods, music, colonial architecture prominent, Chapultepec Park is common Sunday outing for relaxation
U.S. influence in newspapers, music, movies, television, U.S. shows translated into Spanish, "Dallas" is popular
Sewage problems- can't flush toilet paper, throw it in trash, public market facilities can be disgustingly dirty, must pay for toilet paper
everyone who can afford it drinks bottled water, nice restaurants/hotels use bottled water
altitude 7,200 feet, in a mountain basin which holds in polluted air
city planners call it "a case study in urban disaster"
many homes built by occupants, sometimes squatters who stay on land until they can own it
subway- handles over 4 million people each day, women's cars are separate to keep them safe from the working men
cultural facets- things that are important and abundant- markets, shoe stores, church traditions, handicrafts, dancing, Ballet Folklorico, music (everyone knows the words to the folk music), street musicians archeological sites, artifacts, Indian anthropology, the PRI, bribes, federal agents with submachine guns, bargaining, food/cuisine
La Merced- largest market, supplier of food to the city
most neighborhoods have shops, apartments, houses, a market, street vendors, bars, small restaurants

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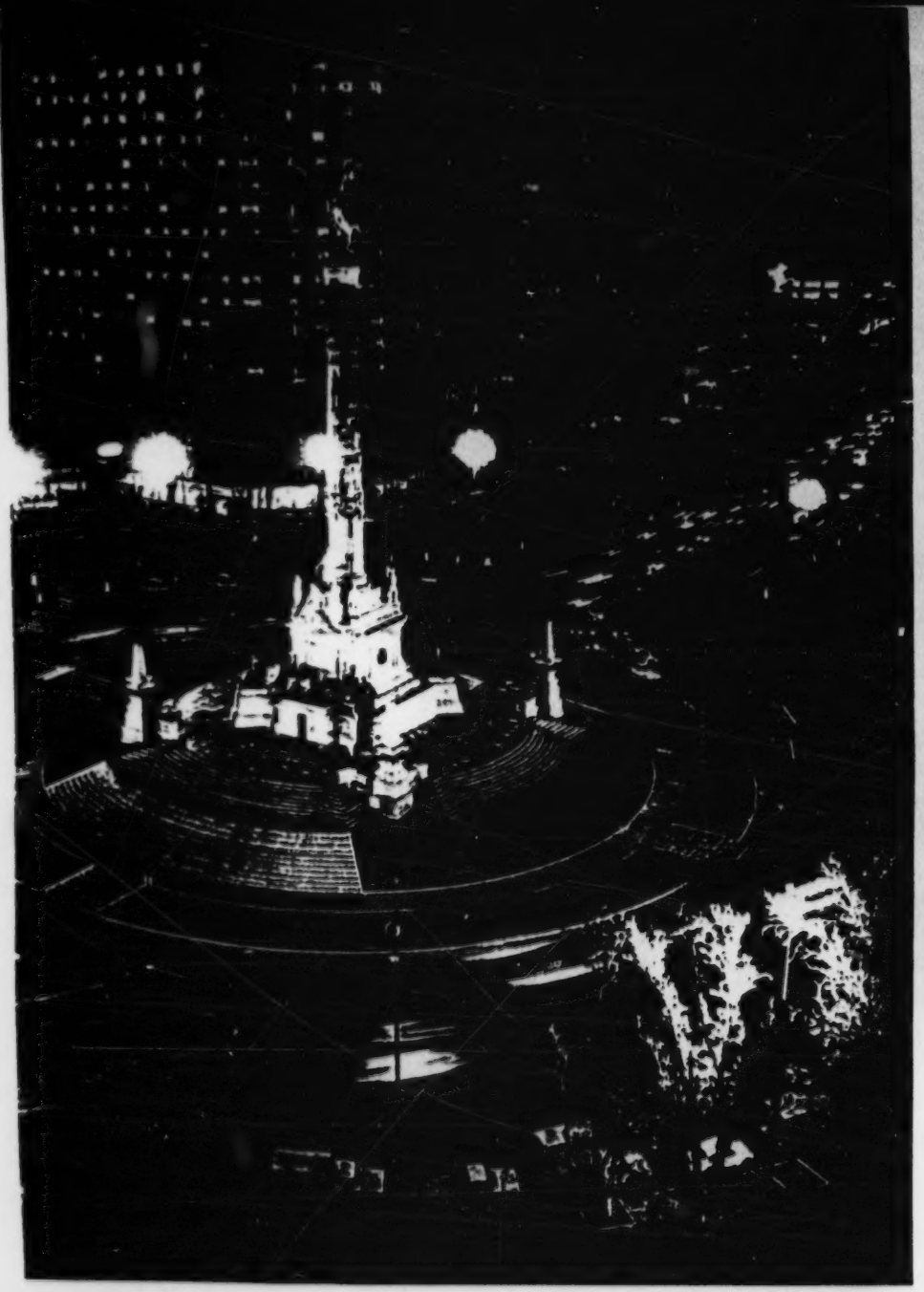

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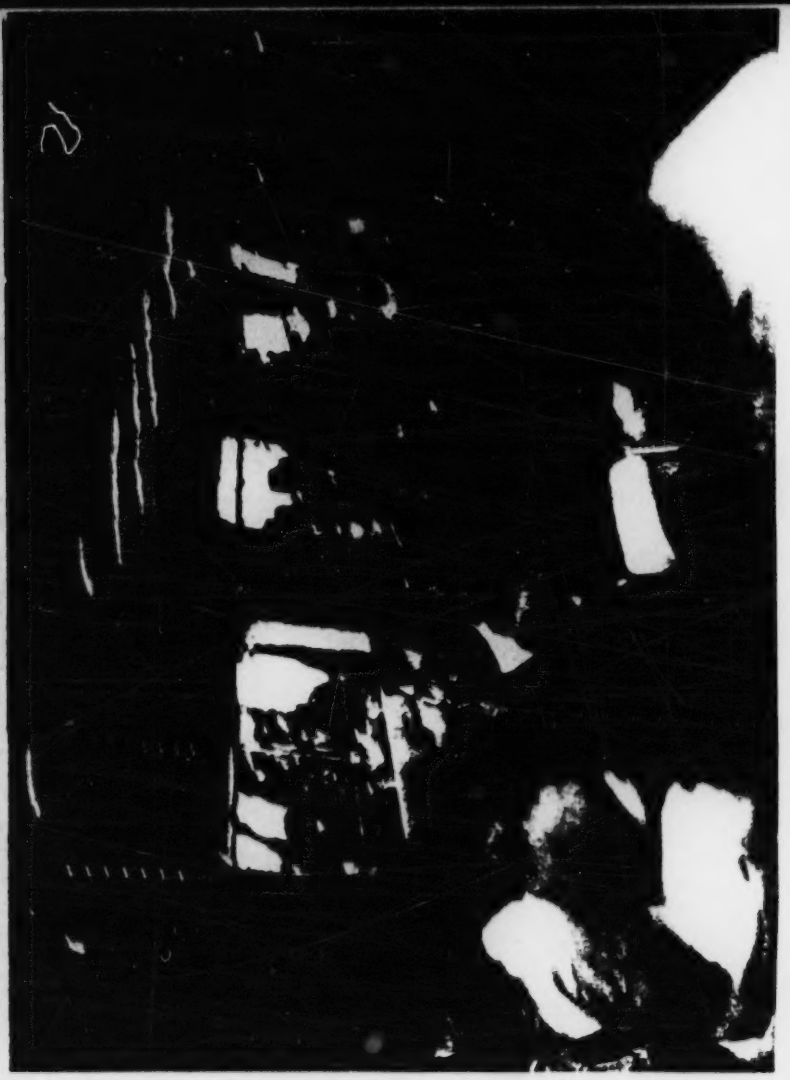

Rushhour subway

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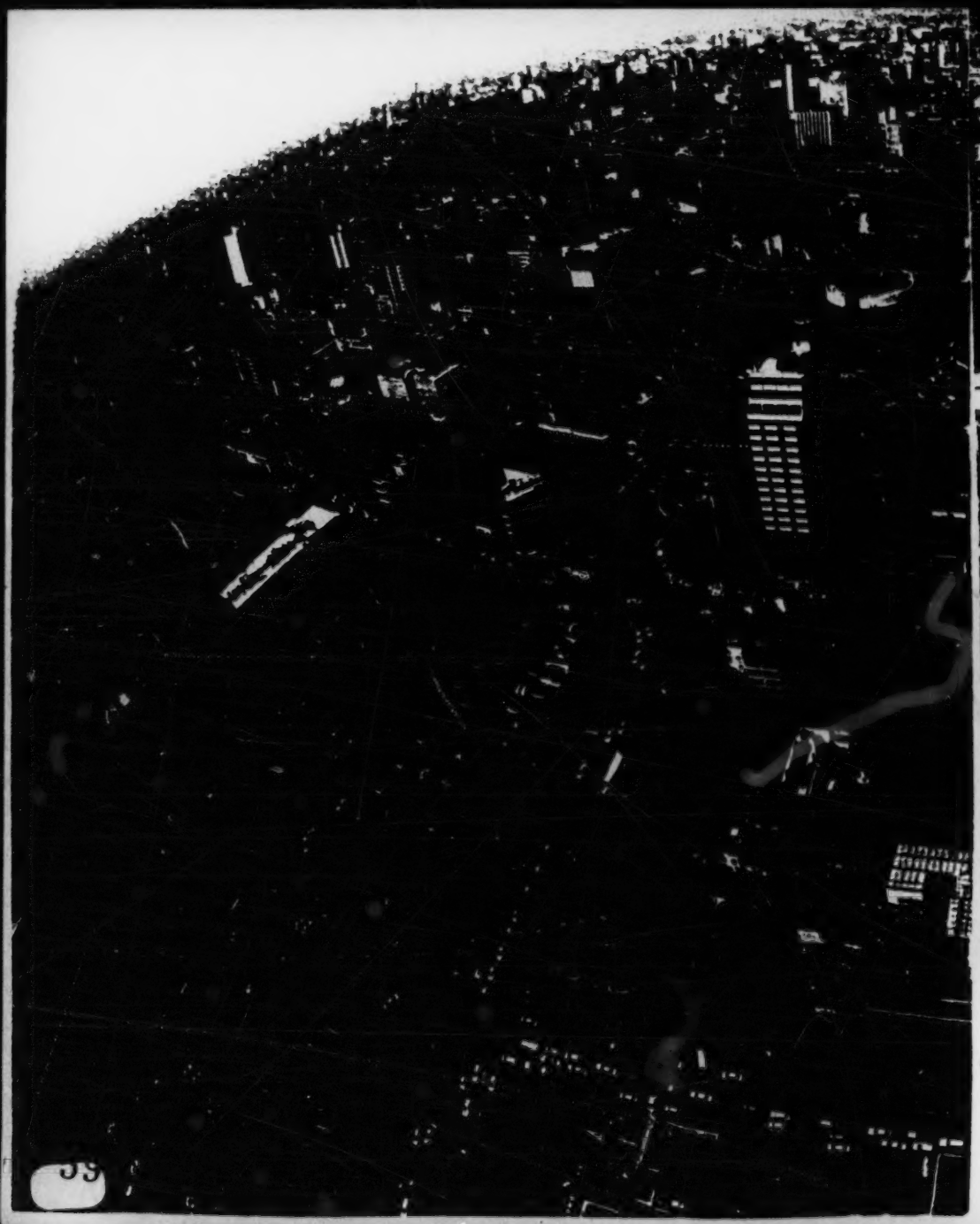

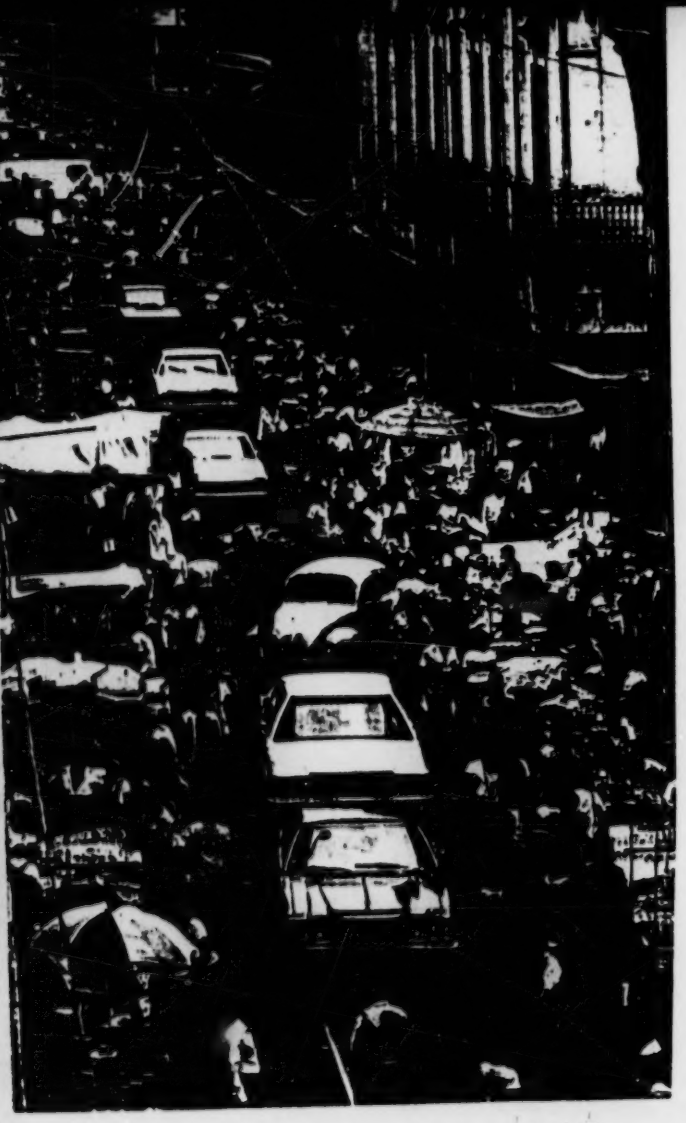

a busy market street

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Mexico City

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ENVIRONMENT

ILLUSTRATIONS

*POLLUTION IN MEXICO CITY) NOTE CONCENTRATION OF CARBON MONOXIDE FROM BUS
*ARBOL DEL TULE) LARGEST AND OLDEST TREE IN MEXICO
*CATHEDRAL OF MEXICO CITY) LOCATED IN THE ZOCALO (GOVERNMENT SQUARE) PRESIDENT SALINAS WATCHES PARADE
*MEDICINAL GARDEN) VARIOUS RAIN FOREST PLANTS GROWN AND STUDIED IN SANTIAGO-TUXTLAS
*LACANDONA FOREST) SOUTHERN MEXICO, SUFFERING DESTRUCTION/DEFORESTATION
*QUETZAL BIRD) SACRED TO THE AZTECS, USED ITS FEATHERS
*BLACK HOWLER MONKEY) THREATENED AS FORESTS SHRINK, MAYAN GOD OF WRITING
*POACHED JAGUAR SKIN) BEING MEASURED BEFORE SALE, SACRED TO MAYA

PRONUNCIATIONS

*ARBOL DEL TULE - ar-bowl del tool
*LACANDONA - la-con-doe'-na
*SANTIAGO-TUXTLAS - san-tee-ah'-go toost'-los
*SALINAS - sa-lee'-nas
*ZOCALO - so'-ca-lo

INFORMATION

factories have almost no emissions or waste standards
pollution of air and water creates illness, lost days of work/school
illegal dumping of hazardous materials- U.S. crosses border to company's plant in Mexico to dump waste
rain forest being lost - exploitation of animals, one species disappears and others will too, poaching for skins, food, profit, sport, cut and burn trees, monkeys die
Arbol del Tule - 2000 years old, an evergreen like a juniper, 137 ft. high, conopy (leaves) 189 ft. perimeter, 45 ft. diameter
Carribean tour guides not careful with tourists who damage coral, tropical fish by picking, stepping on coral, wearing sunscreen in the water
Mexico City - problems with sewage treatment, hazardous waste disposal, garbage disposal, air pollution, only a few days per year when air is considered healthy, must leave car at home 2 days a week, 3 million vehicles, 35,000 industries making ozone, hydrocarbons, carbon monoxide, and sulfur
Cathedral sinking from excess water usage, drains lake bed under city
Lacandona forest- lost 70% of area in last 50 years due to farmers, ranchers, stripping of resources
national landmarks destroyed by earthquakes, smog, vandalism, wind, rain, bacteria
Lacandona - lack of trees causes soil to wash away, dry up, this makes farmers cut down more trees, 24,000 acres converted each year by slash and burn agriculture methods
species disappearing - crocodiles, deer, peccaries, otters, toucans, ocelots, jaguars - in danger of extinction
plants/trees also being lost, over 1000 species, some used for medicines

Lacandona forest

RESPLENDENT QUETZAL, FULVIO ECCARDI

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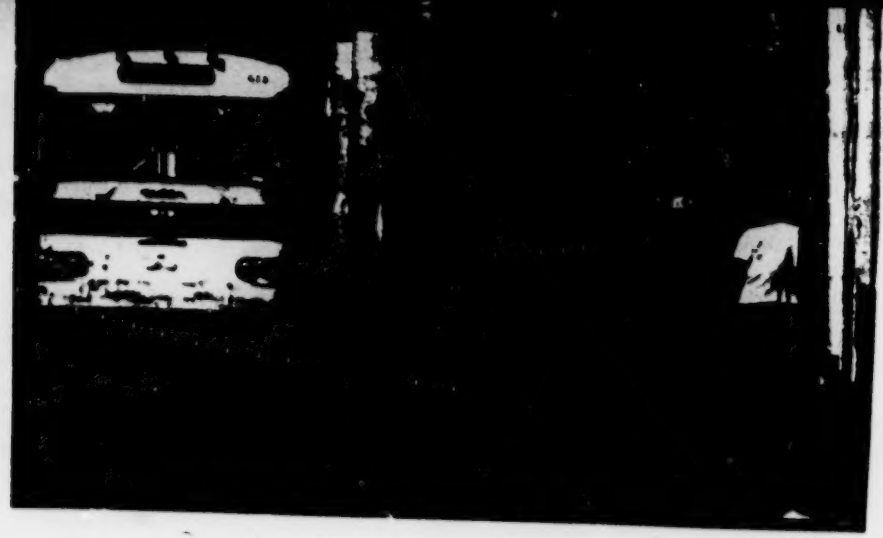

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INDIANS

ILLUSTRATIONS

*CAVE HOME) BUILT INTO SIDE OF CLIFF AT EDGE OF CAVE, TARAHUMARA INDIANS, CHIHUAHUA, SIERRA MADRE MOUNTAINS
*SUBSISTENCE FARMING) LANDS RETURNED TO TARAHUMARA, GROW ENOUGH TO FEED FAMILY, A LITTLE TO SELL, CORN, BEANS, ARE COMMON
*MARTA AND COLITA) TARAHUMARAN GIRLS, AGES 6 AND 8, NOTE POVERTY IN CLOTHES, LACK OF SHOES, MOM WEAVES BASKETS FOR MONEY, COLITA CANNOT SPEAK
*MAYAN BOY) NOTE HIS WIDE FACIAL FEATURES AND HIGH FLAT FOREHEAD REMINISCENT OF ANCIENT DRAWINGS
*BASKET WEAVER AND CHILD) AT THE MARKET IN DIVISADERO, CHIHUAHUA, WAITS FOR TOURISTS TO GET OFF THE TRAIN
*WEAVING) ANCIENT BACKSTRAP LOOM METHOD
*SPINNING) COTTON THREAD WILL BE WEIGHED, DYED, AND PROBABLY SOLD TO WEAVERS
*MAYAN MEN) WEARING DRESS OF CHIAPAS IN SOUTHERN MEXICO
*MARKET DAY) NOTE DRESS OF WOMEN_-BLACK SKIRT, WHITE BLOUSE, REBOZO (shawl) CHILD CARRIED ON BACK

PRONUNCIATIONS

*TARAHUMARA - ta-ra-oo-ma'-ra
*CHIHUAHUA - chee-wa'-wa
*SIERRA MADRE - see-air-ah mod-ray
*EJIDO - ay-hee-doe
*CHIAPAS - chee-ah-pas
*ZAPATISTA - zap-ah-tee'-sta

INFORMATION

past is lost, they are caught between history and modern society
seen as backwards, sensitive, suspicious, susceptible,passive, pessimistic, resigned to a hard life
given land by government, small farm (ejido), poor quality land, 2.7 million helped, 4 million waiting, takes up to 14 years to get it
land most important thing to them
often farm part of year, work in city part of year
major groups- Nahua (central Mex.), Maya (Yucatan,S.Mex.), Mixtec, Zapotec (Oaxaca)
language and culture differences prevent organization of different tribes
treated as inferiors, exploited as cheap labor
fear outside world- local mestizos(mix of Indian/Spanish) rob, kill, enslave them, use their land to grow drugs, sell them alcohol
women- cook, clean, raise kids, make crafts for money
school discouraged- kids need to help earn money, work farmland
illness due to lack of clean water, sewage treatment is common
migration - husband/sons go to U.S, earn money, buy goods cheaper (t.v., refrigerator, etc.), go back home for growing season
curandero- (coo-ron-dare'-o) medicine men, use herbs, plants to cure illness, health problems, also use herbs for religious ceremonies, food, flavorings
56 recognized ethnic groups in Mex.
Chiapas- Zapatista rebels want communal land back, more schools, doctors began fight Jan. 1, 1994, follow ideals of Emiliano Zapata, now in cease fire with army, 200,000 people in area, Commandante Marcos leads 2000 fighters, peasants overrunning farms, church trying to negotiate peace, no one has ever seen Commandante Marcos so some think he doesn't exist

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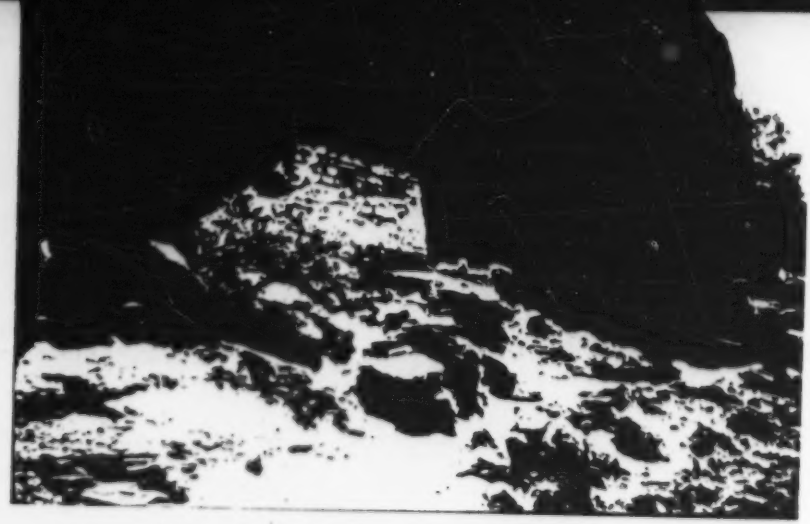
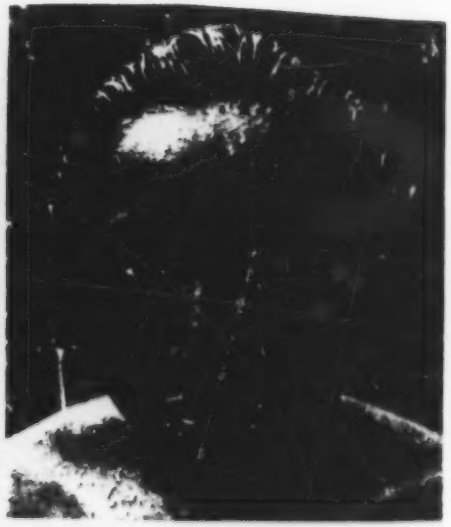
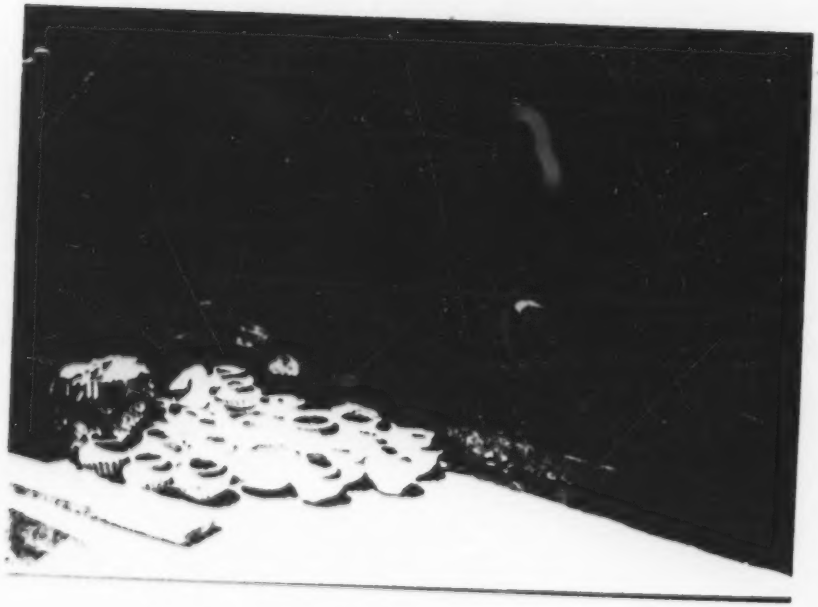


subsistence farming





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AZTECS

ILLUSTRATIONS

*QUETZALCOATL) FEATHERED SERPENT, AZTEC DRAWING
*AZTEC DANCER) PERFORMS ANCIENT DANCES IN THE ZOCALO
*MAYAHUEL) GODDESS OF MAGUEY PLANT WHICH IS USED TO MAKE PULQUE, A WINE NOTE PLANT SHE SITS ON
*WALL OF SKULLS) SKULLS REPRESENT SACRIFICE VICTIMS
*AZTEC AGRICULTURE) GRASSES GROWING ON FLOATING MATS
*MONTEZUMA'S HEADDRESS) MADE OF QUETZAL FEATHERS, ORIGINAL ONE IN AUSTRIA
*AZTEC CALENDAR) MUSEUM OF ANTHROPOLOGY, USED FOR ASTRONOMICAL CALCULATIONS AND DATING OF EVENTS
*MODEL OF TEMPLO MAYOR) FINAL AND TOP LAYER OF TEMPLE AS CORTES SAW IT, TLALOC TEMPLE AT LEFT, HUITZILOPOCHTLI AT RIGHT

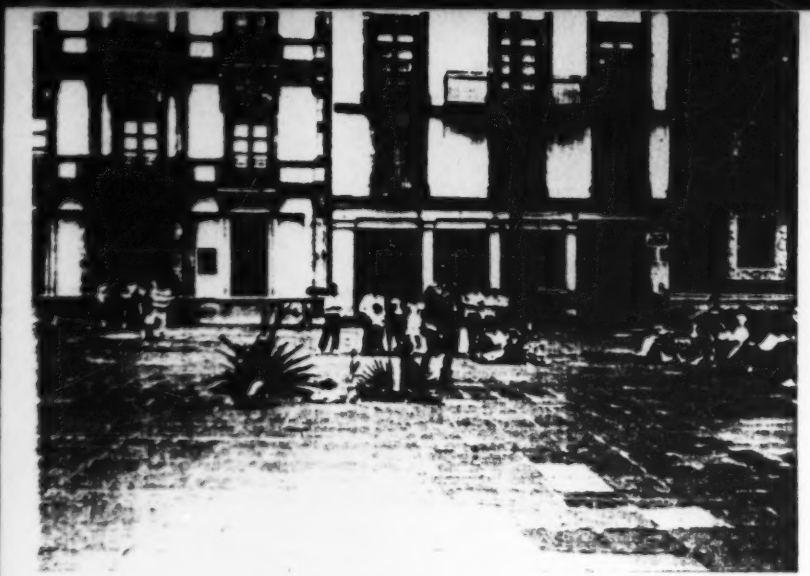
PRONUNCIATIONS

*ZOCALO- so-ca-lo
*MAGUEY- ma-gay
*MEXICA- may-she-ca
*TLATELOLCO- tla-tel-ol-co
*XOCHIMILCO- so-chee-mil-ko
*COATEPEC- co-ah-te-peck
*PULQUE- pull-kay
*CUAUTEMOC- kwau-tay'-mok
*CHINAPAS- chee-na-pas
*IXTAPALAPA- ees-ta-pa-la-pa
*CENTZONOTOCHTIN-cent-so-no-toach-tzen

INFORMATION

Cuautemoc, son of Montezuma, last leader of Aztecs
Aztecs also known as Mexica
controlled most of central Mexico
didn't force beliefs on others, but took beliefs from other cultures
demanded tribute from conquered tribes, goods, slaves, women
king's staff- symbol of power, topped with a sacred quetzal bird carving
human sacrifice with ball games plus self-mutilation for religious purposes
rain and caves important symblos of life, caves- birthplaces, creation places for gods, place to communicate with the earth
knife considered a god- given eyes and mouth
everything from nature comes from gods
agriculture- use chinapas, balsa mats covered with dirt, seeds, float in water, still found in Xochimilco, south of Mex. City
temples covered with adobe and painted
Tlatelolco- twin city of Tenochtitlan to the north, where Cuautemoc was finally overthrown by Spanish
Ixtapalapa- south causeway to Tenochtitlan where Spaniards met Montezuma
Huitzilopochtli- serpent in hand to fight sister, Coyolxauhque, she and her 400 brothers (symbolic of moon and stars) try to kill Coatlicue because she is pregnant and they think she's dishonored, Coyolxauhque with her brothers, the centzonotochtin, succeed in their quest, but not before Huitziopochtli springs forth from Coatlique Huitzilopochtli defeats his sister and huls her to the bottom of Coatepec (the Aztec name for Templo Mayor)
Omeyocan- the highest place ruled by Ometecutli and Omecihuatl in charge of sending souls to earth to be born

Mayahuel



AZTEC

Coatlicue

Model of Templo Mayor 75

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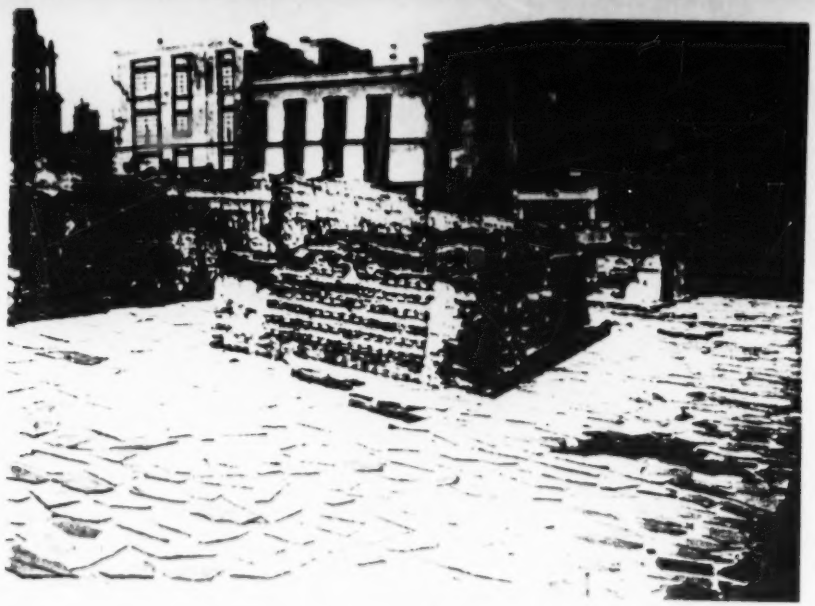

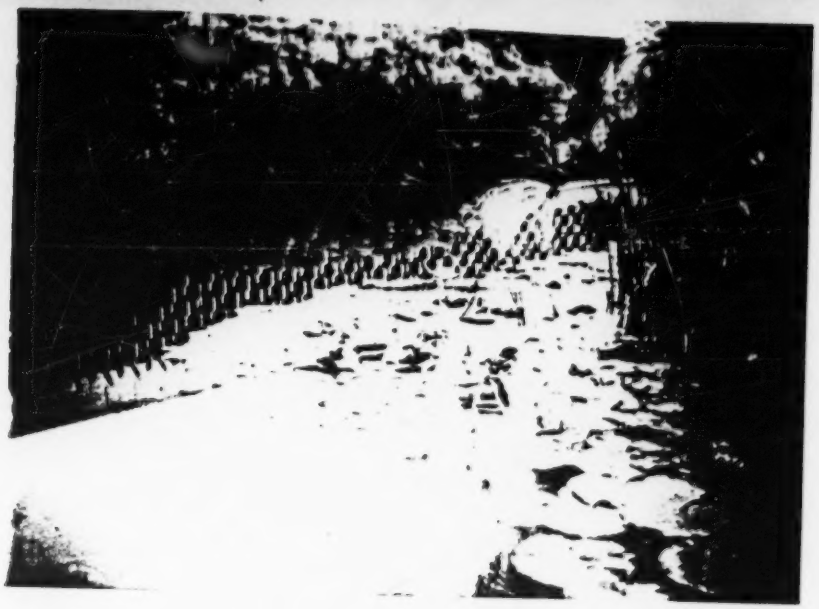

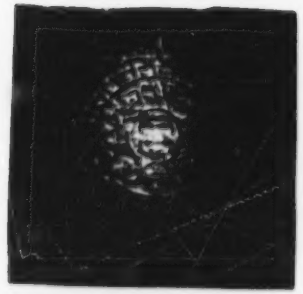

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TEOTIHUACAN/CHOLULA

ILLUSTRATIONS

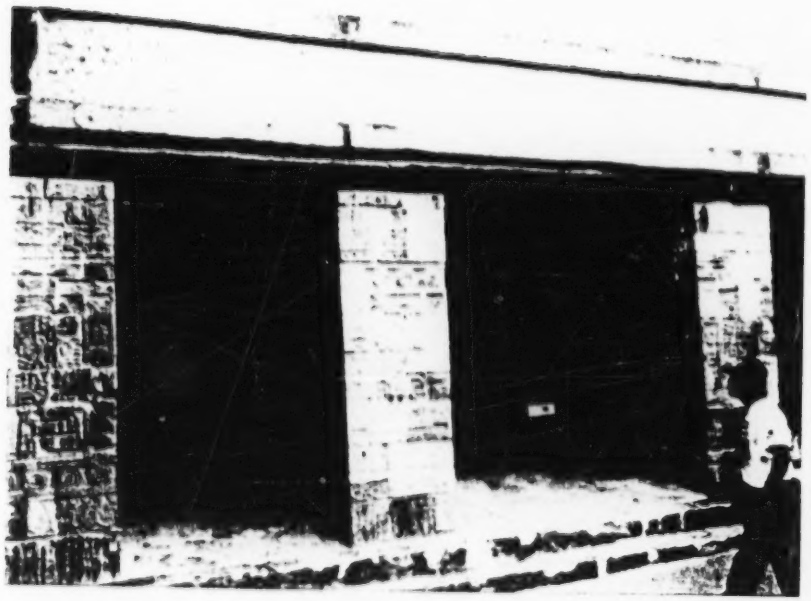
*AVENUE OF THE DEAD) MAIN AVENUE RUNS LENGTH OF TEOTIHUACAN SITE
*TEMPLE ON AVENUE) AZTECS THOUGHT THEY WERE TOMBS AND NAMED AVENUE, LINE BOTH SIDES OF AVENUE, ABOUT 25 YARDS APART, 30 FEET HIGH
*PYRAMID OF THE SUN) LARGEST PYRAMID, EAST SIDE OF AVENUE, 236 STEPS
*PYRAMID OF THE MOON) SAME ELEVATION AS SUN PYRAMID, BUT SMALLER, AT NORTH END OF AVENUE
*PALACE OF QUETZALMARIPOSAS) WEST SIDE OF AVENUE, ENCLOSED COURTYARD, NOTE FEATHERED BUTTERFLY CARVINGS IN CENTER OF EACH COLUMN
* PYRAMID TO TLALOC AND QUETZALCOATL) COVERED WITH SCULPTURES OF EACH GOD, AT CIUDADELA AREA, SOUTH END OF SITE
*EXCAVATION OF PYRAMID) CHOLULA, REST IS BURIED UNDER HILL, CEREMONIAL SITE FOR WARRIORS
*TUNNEL UNDER HILL) DUG BY ARCHEOLOGISTS TO FIND OUT WHAT WAS INSIDE
*BURIAL OF WARRIOR) NOTE BONES IN PIECES IN BOWL
*MAIN TEMPLE) CHOLULA, WEST SIDE OF HILL

PRONUNCIATIONS

*TEOTIHUACAN- tay-o-tee-wa-con'
*CHOLULA - cho-lu'-la
*HUEXOTZINGO- way-zot-zin-go
*QUETZALMARIPOSAS - ket-zal-mar-uh-po-sas
*CIUDADELA- see-oo-da-day'-la (citadel)

INFORMATION

pyramid of sun and moon part of story of Nanahuatzin(sun) and Teccuciztecatl(moon), this is the historic place of this myth
Aztecs thought Cholula a special ceremonial place
Quetzalcoatl/Tlaloc temple used for astronomical purposes, not worship
Teotihuacan ended with classic period, 900 A.D., probably due to crop failure
Aztecs made pilgrimmages to Teotihuacan in 1400's
pyramids said to be built by giants, said to be tombs of sacrificed gods
once covered 9 square miles laid out in 4 quarters
Avenue of the Dead actually 4 miles long, but only ½ is excavated
Sun pyramid- 750 feet long, 233 feet high, wood/thatch temple was at top
cave under pyramid, symbolic womb from which gods emerged
6th century, about 200,000 population
palace compounds for lords, like Quetzalmariposas, 45 rooms, four platforms around a cintral courtyard open to the sky, altar in center
700 A.D. destroyed, burned, invaded and then occupied for next 200 years
destroyed forests- erosion, drying of region, agriculture trouble
Cholula- sacred to Quetzalcoatl, 1st influenced by Teotihuacan, then Veracruz, totec, and finally huexotzingo indians



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"Avenue of the Dead"

"Temple on Avenue of the Dead"

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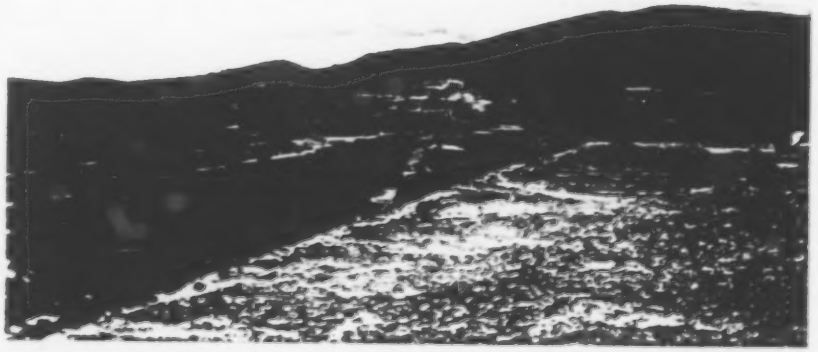

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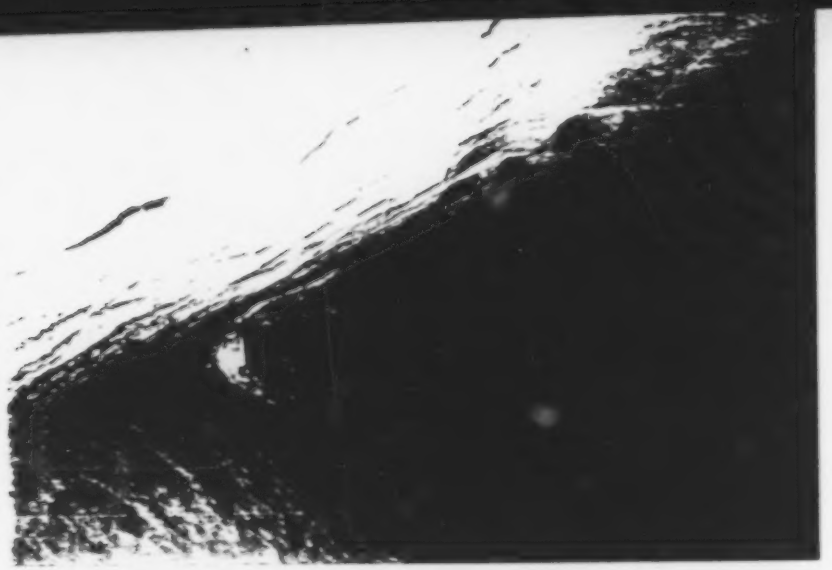

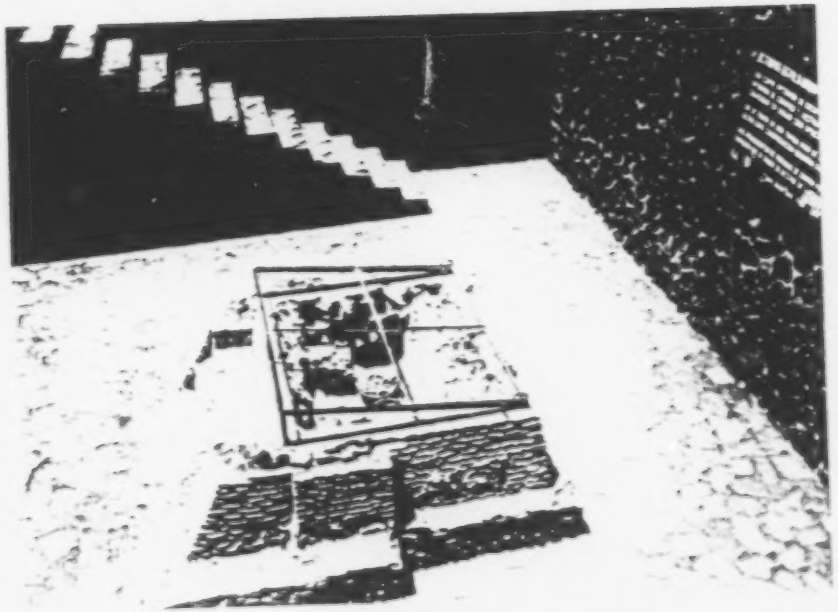

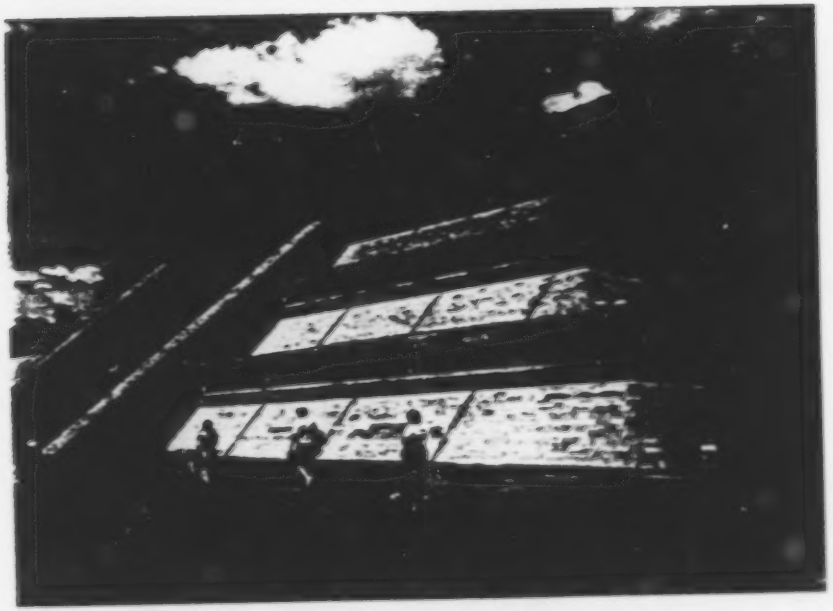

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ZAPOTEC/MITLA MIXTEC/MONTE ALBAN

ILLUSTRATIONS

*OVERVIEW MONTE ALBAN) MAIN TEMPLE AT FAR END, PILLARS AT RIGHT INDICATE ENTRANCE, BALL COURT TOP LEFT, HOUSE BASE BOTTOM LEFT OF PICTURE
*COCIJO) SIMILAR TO CHAAC OR TLALOC, RAIN GOD, FOUND IN TOMB, MONTE ALBAN
*MONTE ALBAN RECONSTRUCTION) PEBBLES IN MORTAR INDICATE RECONSTRUCTED PART PART BELOW THAT IS ORIGINAL, TYPICAL ARCHEOLOGICAL METHOD
*PROSTRATE DANZANTE) ARMS COVER BODY, LAYING ON GROUND IN FETAL POSITION
*TOMB AT YAGUL) ZAPOTEC, TYPICAL 4 ROOMS, NOTE SKULLS AND WALL CARVINGS
*MITLA PALACE) BACK WALL, COVERED IN CARVINGS SIMILAR TO YAGUL TOMB
*MICTLANTECUTLI) GOLD BREASTPLATE, GOD OF THE DEAD, FROM MONTE ALBAN TOMB
*COURTYARD OF TOMBS) 3 TOMBS VISIBLE, BUILDING ON TOP OF EACH, VERY LARGE

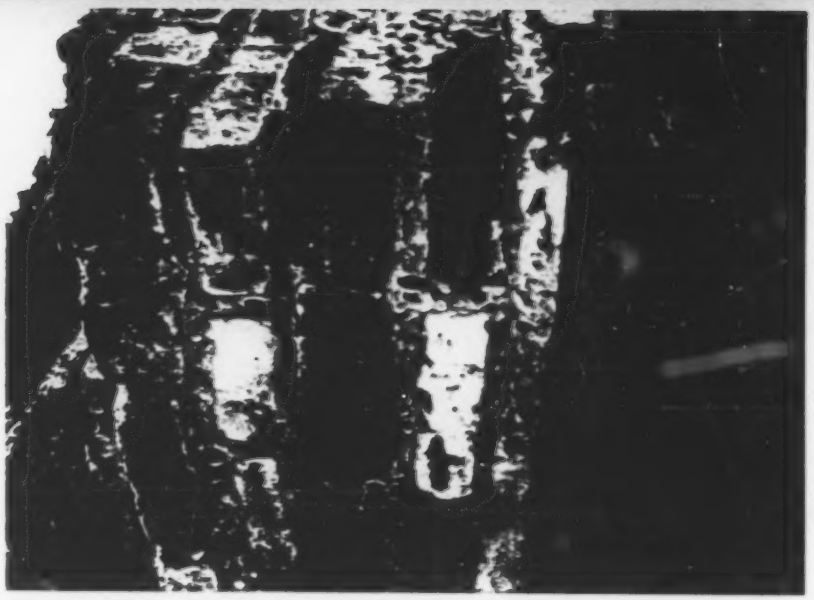
PRONUNCIATIONS

*MITLA - meet'-la
*COCIJO - co-see'-ho
*YAGUL - ya-gool'
*DANZANTE - don-zon'-tay

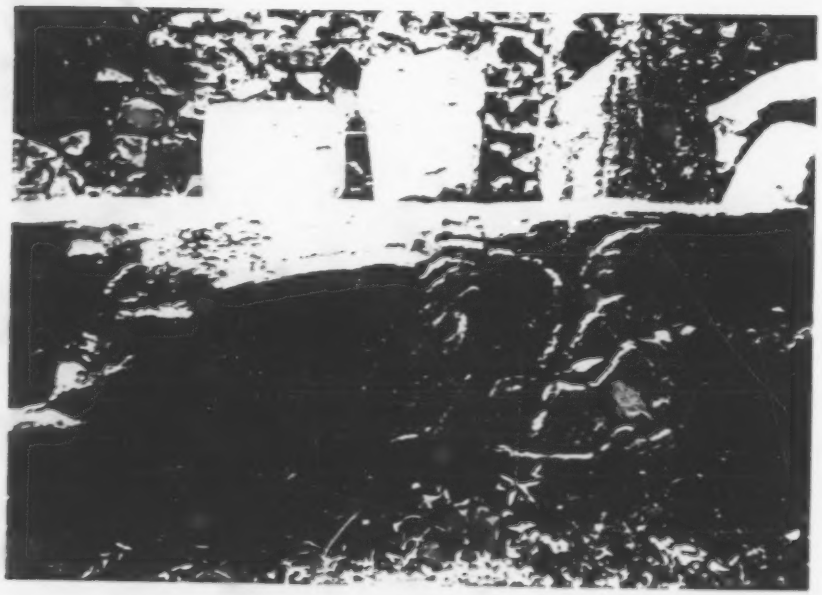
INFORMATION

Monte Alban - 1st people 500-450 B.C. in Oaxaca
Mitla - early post-classic, about 900 A.D.
danzantes - "dancers", carvings of captives, shows Mixtec strength
Monte Alban on mountain in center of 3 valleys for defense/astronomy
Zapotec still spoken, Mitla still used for ancient rituals
Urban stage of Monte Alban, 500B.C. - 800 A.D., about 10,000 population
abandoned, never captured by Spanish
homes- rock base, adobe on top for walls, thatched roof, 4 rooms with courtyard in center, tombs underneath on east or west side
ball court- sides covered with stucco, audience surrounds top of walls
calendar- a 500 day and a 260 day religious calendar, people named for day of birth plus given personal name
built new pyramids on top of old, common custom with all tribes
Yagul- mostly a residential place with typical 4 rooms and patio
Zapotecs used Monte Alban first, Mixtecs reused tombs, gold=burial tribute
commerce with Mayans amd Teotihuacan (tay-o-tee-wa-con'), Guatemalan jade
Mitla palace - residence of High Priest of Zapotecs, even higher than king, people slept on woven mats on floor, human sacrifices offered to high priest
Mixtecs at Monte Alban about 850 A.D., had writing system, 52 year calendar cycle, tokk over whole Zapotec area
Mixtec kings conquered mostly through marriages to many princesses
Toltec influence by 1063 A.D.
great goldsmiths and turquoise mosaic makers

overview of Monte Alban

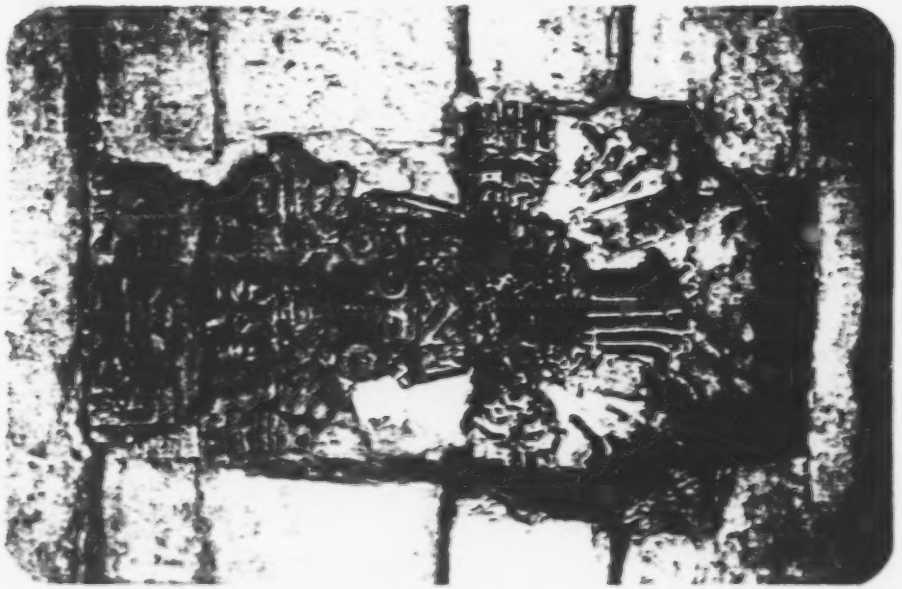


Monte Alban reconstruction



86 prostrate danzante

Mixtec/Zapotec



codijo

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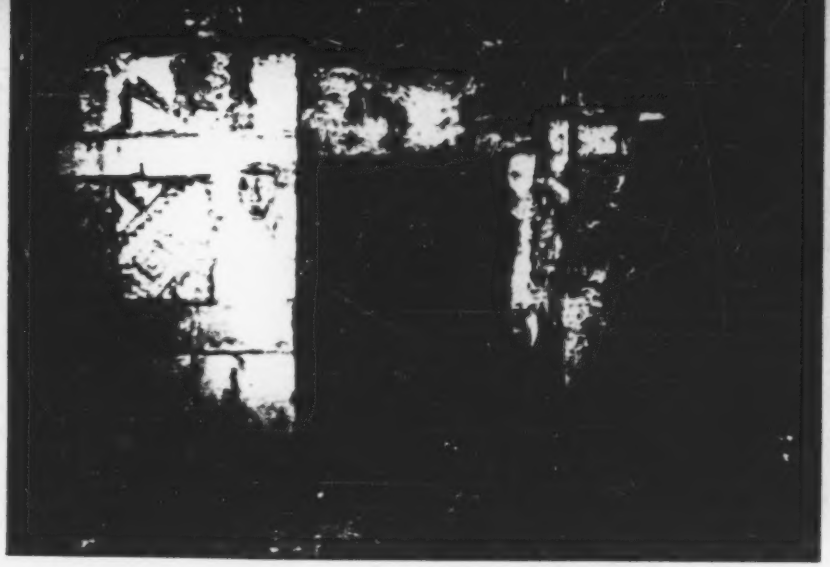

"Tomo at Yagul"

"gold breastplate - Mictlantecuhtli

88 "Mitla palace"

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ILLUSTRATIONS

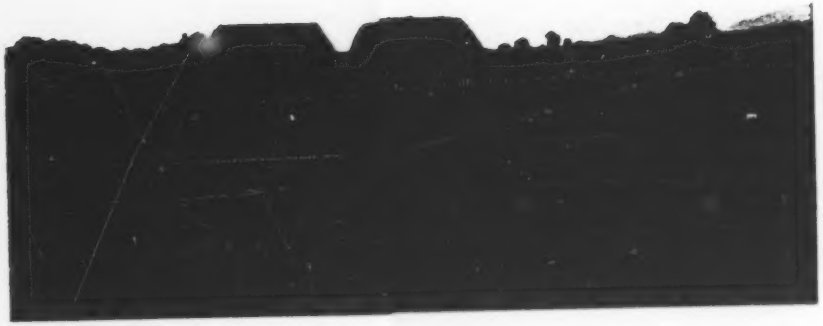
*OLMEC HEAD 1) 2½ METERS HIGH. THOUGHT TO REPRESENT OLMEC RULER (8+ FEET)
*OLMEC HEAD 2) NOTE HELMET AND WIDE/THICK FACIAL FEATURES, ASSUMED TO BE ASIAN INFLUENCE
*SIDEVIEW HEAD 2) EAR ADORNMENT APPEARS TO HOLD HELMET ON HEAD
*ANTLER WARRIOR STELAE) WARRIOR WEARS DEER AND ANTLER HEADDRESS
*OVERVIEW OF CACAXTLA) TOP OF MAIN PYRAMID, USED FOR HOUSING/RELIGIOUS RITUALS, BATTLE MURAL LOCATED BEHIND WHITE WALL
*BATTLE MURAL) EAGLE WARRIORS VS. JAGUAR WARRIORS, JAGUAR LEFT OF CENTER EAGLE RIGHT OF CENTER
*WARRIOR PRIEST) EAGLE COSTUME, RIDES FEATHERED SERPENT, NAMED 9 WIND
*POPOCATEPETL) VOLCANO NEAR CACAXTLA, 18,000 FT. HIGH, CORTES PASSED BY HERE
*IHUÀTZIO) TWIN TEMPLES FOR TARASCAN RELIGIOUS RITUALS
*TEMPLE AT IHUÀTZIO) NOTE STEP FORMATION
*OVERVIEW OF TZINTZUNTZAN) CAPITAL FOR TARASCANS, MAIN TEMPLE OF 5 YACATAS
*YACATA AT TZINTZUNTZAN) NOTE ROUNDED SHAPE, SOME BURIALS OCCURED HERE

PRONUNCIATIONS

*STELAE - stel-ay
*CACAXTLA - ca-cazt'-la
*IHUATZIO - ee-wat-zee-o
*TZINTZUNTZAN - zeen-zoon'-zon
*YACATA - ya'-ca-ta
*TARASCAN - ta-ras'-cun

INFORMATION

TARASCAN - people speak Purepecha (poor-ay-pay-chuh)
never conquered by Aztecs
Valladolid-leader, didn't trust Aztec information about Spanish, overtaken
Ihuatzio - sun sets between temples on Sept. 21, autumnal equinox
ball court to right front of temples
number 10 symbolic
about 500,000 - 1 million in area before Cortes
located in Michoacàn, western Mexico, named by Aztecs, means "masters of fish"
on lake Patzcuaro (pots-kwa'-ro)
kasonsi= king,war chief,supreme judge, often buried with his servants
CACAXTLA - Olmeca-Xicallanca (she-ka-lon-ka) people lived here
came from the east, Mayan area
8th and 9th century palace area
rooms arranged around plaza and patio areas
believe that Battle mural depicts real battle
OLMEC - 1500B.C. - 100 A.D. traded with many other tribes
ball players like many other tribes
Tres Zapotes (trace za-po-tays) and La Venta most important by 200 B.C.
located on east coast of southern Veracruz
end of Olmec-style influence by 300 B.C.
used rivers for commerce, irrigation of corn, chilies, squash, beans
cult of the jaguar important- symbol of earth, night, mountains, caves
crocodiles - sacred, represent earth's surface
pyramids - 1st builders, irregular round shape, 4 of them surround ceremonial areas for the four directions
evidence of Xiutecutli, Mictlantecutli, and Tlaloc



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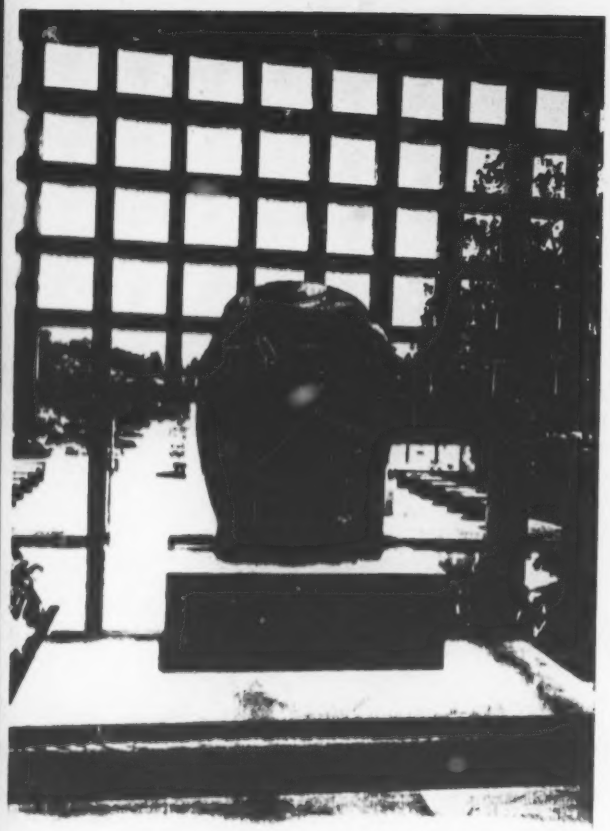

"Olowe Head 1"

Olowe Head 2

"Another warrior Statue"

"Side view Olowe head 2"

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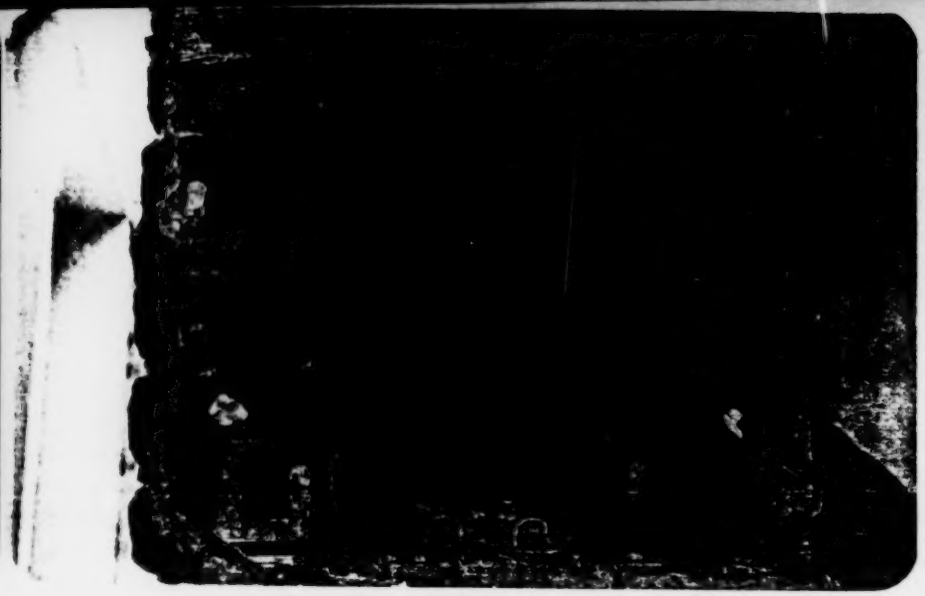
"Battle Mural"



"Mirror Project"

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TULUM

ILLUSIRATIONS

*BEACH AT TULUM) SEA ENTRANCE TO CITY
*TOMB AT TULUM) NOTE CROSS SHAPE
*SHRINE TO DIVER GOD) NOTE UPSIDE DOWN FIGURE
* SMALL TEMPLE) TO NORTH ON SAME PLATFORM AS MAIN TEMPLE, NOTE DIVER
*OVERVIEW OF TULUM) MAIN TEMPLE IN CENTER, WALL AT TOP OF PICTURE SURROUNDS COMPLES, SEA ENTRANCE AT RIGHT
*FRONT OF MAIN TEMPLE) NOTE DIVER GOD IN CENTER, ODD NUMBER OF DOORWAYS

PRONUNCIATIONS

*TULUM - too-loom

INFORMATION

LATE POST-CLASSIC SITE 1100 A.D.
many war artifacts found
Popul Vuh - sacred book of advice, Quiché, Yucatan, 4 directions important south is yellow- maize, fertile ground, birth os man; north is white- stars, heavens; west is black- tomb of the sun, cradle of evil winds, war, animals of th night, hunger, death; east is red- fragrant rains, great harvests, giver os life, sciences, the arts
Tulum located on east coast of Yucatan on top of a cliff
windows on back of main temple used as a "lighthouse" for boats when fires were placed in windows, guided boats through opening in the reefs
probably under rule of 4 elders because of post-classic time period
Maya came from Southern Mexico at end of classic period and settled here in Yucatan, may have come because of fighting between major southern cities
known as "city of the sun" because it is the first city to see the sun
much commerce here, jade, feathers, honey, wax, cotton, salt
abandoned about 50 years after the Spanish landed here in 1517
area had markets, plazas, temples, orchards, maize plantations
black howler monkey, common to area, god of writing
today's Maya live in poverty, want land, so conservation not important
2.5 million acres burned each year in Quintana Roo, Tulum's state
main temple called "The Castillo" (cas-tee-yo)
most visited site in the Mayan world, easily accessible by bus from Cancun and Cozumel, beach resort towns to the north
Friar Diego de Landa forced conversions all over Yucatan through threats, slavery, torture
Maya prophet, Chilam Balam, predicted arrival of men with beards from the east, 1517 Spanish landed here, Yucatan peoples surrender in Merida, western Yucatan city, in 1542

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Cathedral of Tours

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ILLUSTRATIONS

*VILLAGE LIFE) POSSIBLE DAILY WAY OF LIFE FOR PEASANTS, LAUNDRY, WEAVING COOKING, POTTERY MAKING, FISHING
*ENTRANCE TO NUNNERY) NOTE SHPAPE OF ARCHWAY, RESTRICTED WIDTH OF PASSAGE
*PYRAMID OF THE MAGICIAN) ONE OF THE STEEPEST, TALLEST MAYAN PYRAMIDS, TEMPLE AT TOP, NOTE ROUNDED SHAPE
*KUKULCAN AND CHAAC) KUKULCAN'S HEAD IS ON BOTTOM, SERPENT BODY REPRESENTED BY STONE LINE EXTENDING OUT FROM IT, CHAAC, RAIN GOD, ABOVE WITH TYPICAL NOSE STICKING OUT
*TOOTH DECORATION) DONE AS A METHOD OF BEAUTIFICATION, STONES SUCH AS JADE
*OVERVIEW) NUNNERY IN TOP LEFT, HOUSE OF TURTLES IN FRONT OF IT, PYRAMID OF THE MAGICIAN IN CENTER WITH GOVERNOR"S PALACE ON FAR RIGHT

PRONUNCIATIONS

*PUUC - pook
*AHAU - uh-how'

INFORMATION

Puuc architecture, word means "hills"
Pyramid of the Magician- built in one night by a dwarf who wanted to be ruler, it was his test of worthiness
odd numbers of doorways, entrances to places is important
lattice work represents rattlesnake skin, see example on Nunnery photo
Toltecs overtook Maya here, a white fair-skinned man, Kukulcan returns, about 987 A.D.
ball game, 6 inch rubber ball, 2 hoops, knees, hips, elbows used, no hands, 7 players on each team, captain of winning team sacrificed, considered an honor, worthy to continue life with the gods
people buried in fetal position so they could be reborn, come back
Chaac very important to Uxmal because of no lakes or rivers, rely on rain for survival
site abandoned after Toltecs came, left for lowlands of Yucatan
Ahau- lord, highest ruler of city
cave symbol, surrounds opening to Xibalba, the underworld, caves still considered to be a sacred entrance
sacred tree- the ceiba
trade with Teotihuacan during classic period, 200-800 A.D.
slash and burn agriculture prominent theory for demise of area
most homes on outskirts of temple sites
society is pyramidal- peasants at the bottom, then merchants, warrior chiefs, coucil of governors (priests), lord at top
rediscovered by John Stevens and Frederich Catherwood in 1840's
considered to have the most superb architecture in the Yucatan
priests in charge of all major decisions: building times, planting, arts, crafts, calendar events, war
turtle- house of turtles, symbolizes flat earth surrounded by seas

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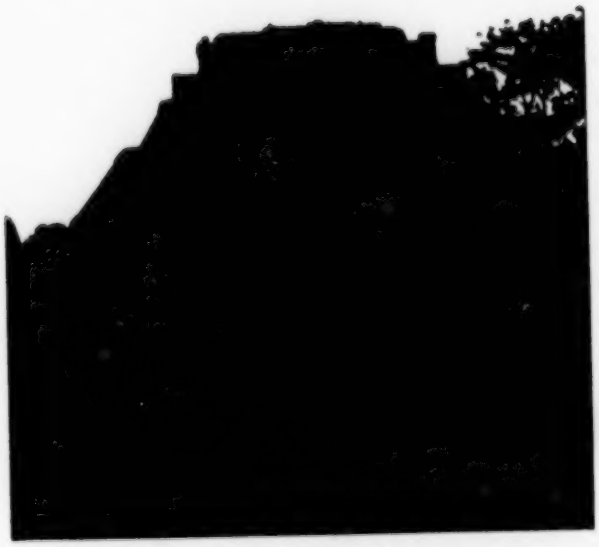
village pre-colonian village life"

entrance to the Nunnery"



Pyramid of the Magician"

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Uxmal / Yucatan

CHICHÈN ITZÀ

ILLUSTRATIONS

*WALL OF SKULLS) NEXT TO BALL COURT, MAY REPRESENT GAME VICTIMS
*BALL COURT) VIEWING TEMPLE AT TOP RIGHT, GAME CALLED TLACHTLI
*OBSERVATORY) A THREE LAYER BUILDING FOR PURPSES OF ASTRONOMICAL AND CALENDRICAL CALCULATIONS
*SACRED CENOTE) SACRIFICE VICTIMS THROWN IN HERE
*CENOTE DZITNUP) CENOTE CONSIDERED TO BE GATEWAY TO UNDERWORLD
*JAGUAR THRONE AND CHAC MOOL) THRONE FOR LORD OR HIGH PRIEST OF CHICHÈN ITZÀ, OFFERINGS PLACED ON CHAC MOOL, INSIDE PYRAMID OF KUKULCAN
*TEMPLE OF 1000 WARRIORS) DEDICATED TO WARRIORS, A CHAC MOOL SITS AT TOP OF STEPS FOR SACRIFICIAL OFFERINGS
*PYRAMID OF KUKULCAN) DEDICATED TO THE FEATHERED SERPENT

PRONUNCIATIONS

*CENOTE - sen-o'-tay
*CHAC MOOL - chock-mool
*DZITNUP - zeet-noop
*HAAB - ha-ob
*TZOLKIN - zole-keen

INFORMATION

homes made of sticks, hay, mud, oval shape, thatch roof
post-classic, after 900 A.D., Toltec influence
Pyramid of Kukulcan- 365 steps, 91 on each side, 1 at top, 9 levels for 18 months, rectangles on sides- 52 for the time cycles of the calendar
Temple of 1000 warriors also called the Atlantean figures
throne room is about 60 muddy, slippery steps up inside the Pyramid of Kukulcan
sacred cenote is a water filled limestone pit, 65 feet wide, 72 feet to water surface, water 40 feet deep
Kukulcan pyramid forms snake shadow next to steps, snake body appears as a shadow going up side of steps from head sculpture at base, appears twice a year at the spring and autumn equinoxes, 3:45 p.m., April 21 and Sept. 21
Toltec-built ball court, high straight walls, more difficult, court is twice as long, walls twice as high as any other ball court, shaped like a capital I
Chaac also important here, carved onto observatory (in Mayan section of site)
stucco covered walls with paintings on the alfada, the flat staircase edges
ball court, closed on three sides, shape is also a glyph symbol, game is religious representation of star movement, creation of world, battle of sun and moon, used as a way of conquering or aquiring goods, lands
calendars- Haab has 365 days, Tzolkin has 260 days and is for religious purposes
astronomy calculations based on the planet Venus and its position in sky
Toltecs seen as returning Kukulcan, a fair-skinned god, about 900 A.D.
Dzitnup cenote, sacred place and source of water because of lack of rivers and lakes

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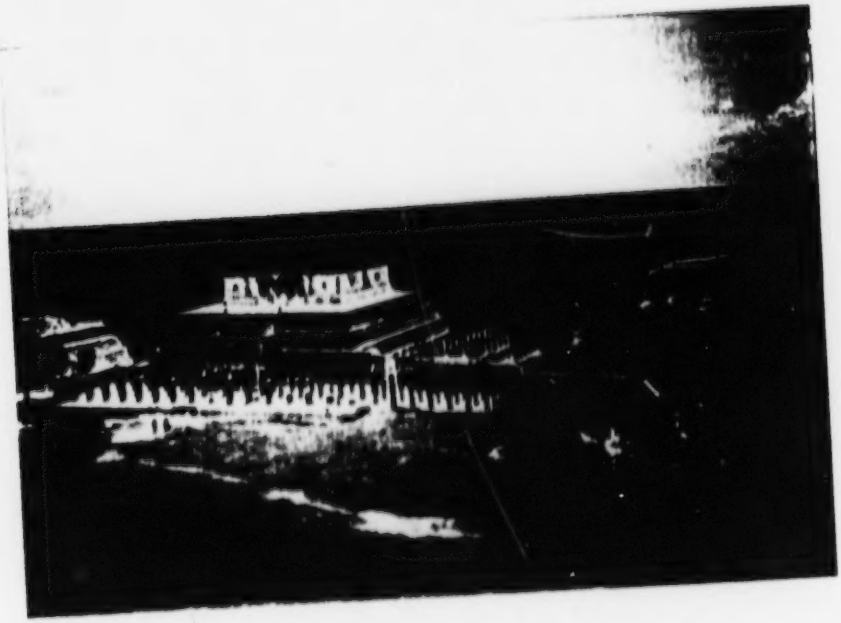
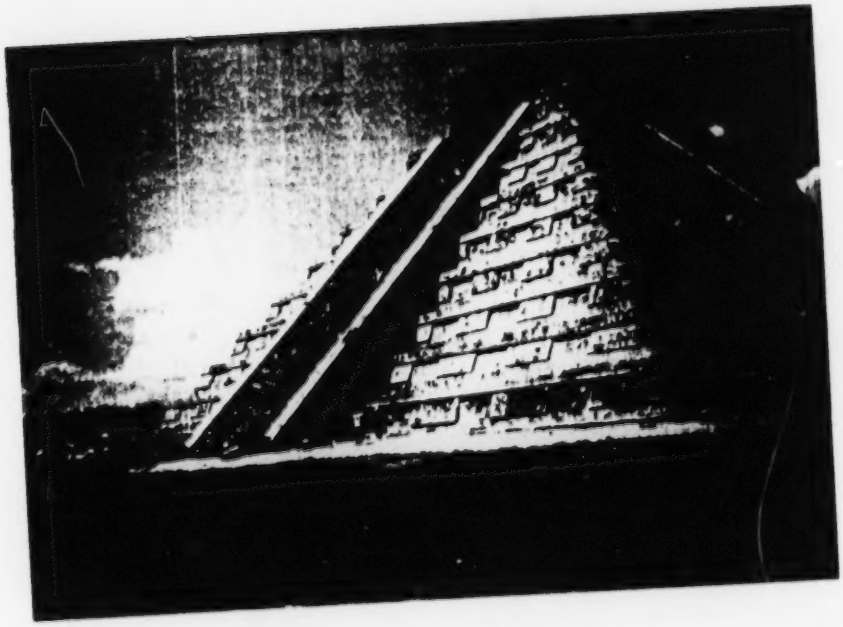
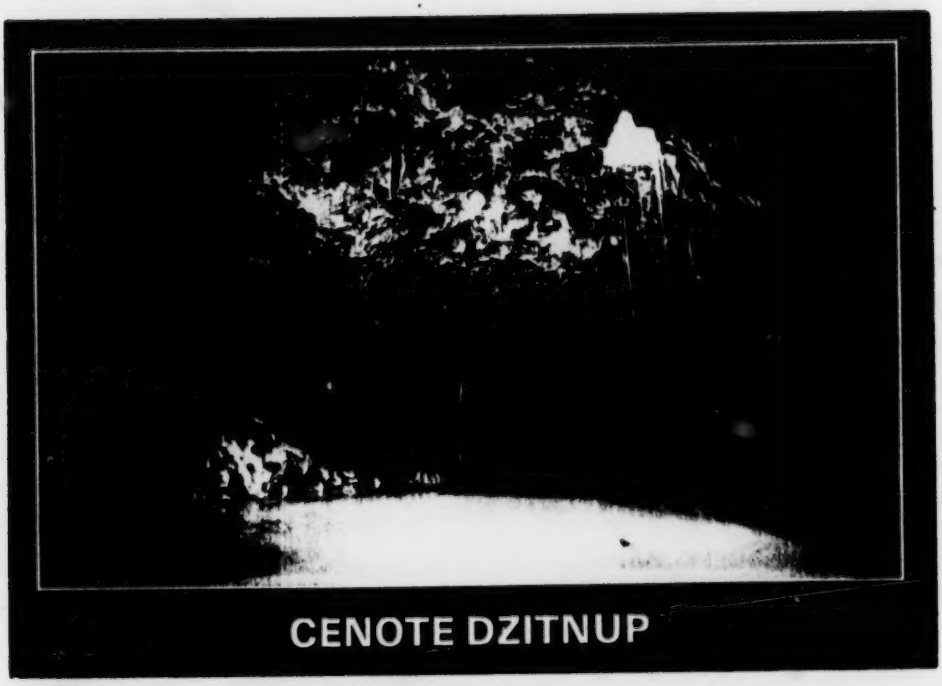


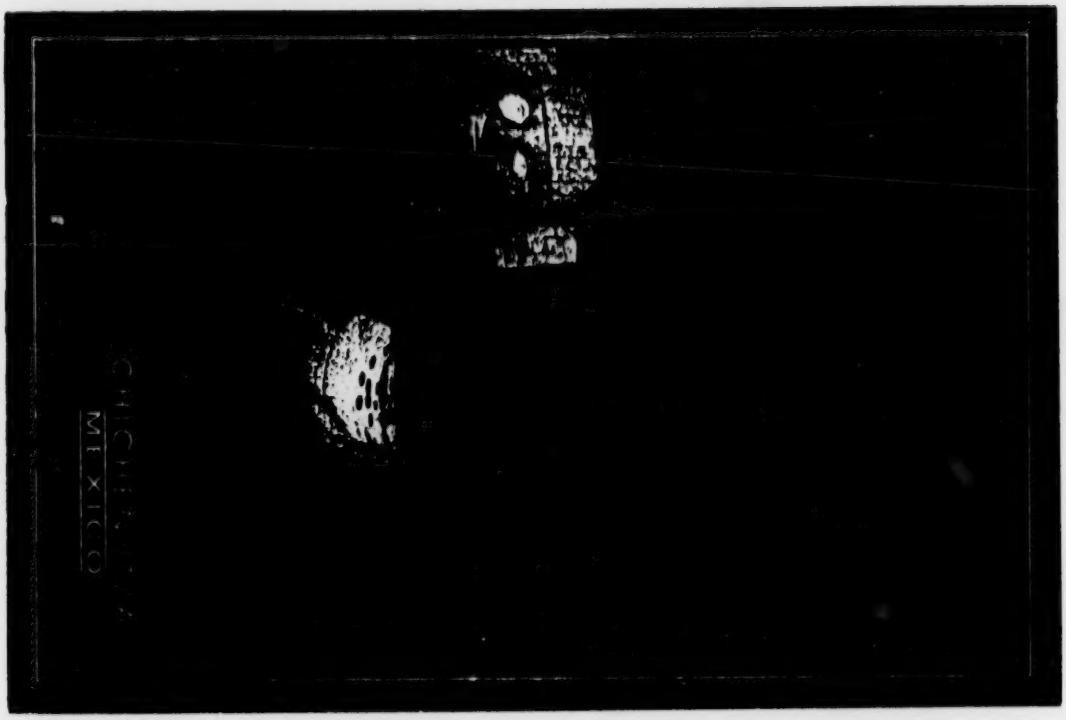
Temple of Two Wolves



"Pyramid of Kukulcan"

Chichen Itza





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SPANISH HISTORY

ILLUSTRATIONS

*DOÑA MARINA) ALSO KNOWN AS LA MALINCHE, CORTES'S MISTRESS?INTERPRETER CONSIDERED BY MANY TO BE A TRAITORESS
*HERNAN CORTES) CONQUISTADOR FOR CHARLS V OF SPAIN, CONQUERED AZTECS
*HOME OF CORTES) LOCATED IN COYOACÀN, SUBURB OF MEXICO CITY, NOW A GOVERNMENT BUILDING
*HACIENDA) LARGE AREA OF LAND OWNED BY SPANISH TAKEN FORM INDIANS
*FORMER OWNERS) FORCED TO GIVE LAND BACK TO INDIANS EVENTUALLY
*DESTRUCTION OF THE TEMPLES) SPANISH DESTROY THEM AS WORKS OF THE DEVIL

PRONUNCIATIONS

*DOÑA - don-ya (lady)
*GERONIMO DE AGUILAR - her-on'-ee-mo dee ag'-ee-lar
*MALINCHE - ma-leen'-chay
*TLAXCALA - tlocks-ca'-la

INFORMATION

conquistadors got wealthy, church got converts
Spain sends viceroy to run Mexico, king takes control to stop abuse of indians
indians considered as heathens, first Franciscan mission in 1523 forced Christianization through inquisition methods, torture froced to learn Spanish, church became center of community
Haciendas - large areas of formerly indian land for agriculture, ranching indians work haciendas for low pay, often have to borrow from owner
factories started for cotton and wool cloth for the poor
silver mining/exploitation
1700's - French influence society/upper classes
Criollos (cree-o'-lows) create a middle class, Spanish born in Mexico try to start reforms
1786 famine causes government to halt reforms
Criollos rebel - side with indian equality, return of lands to them
Spanish destroyed nearly every thing indian as works of the devil, temples were leveled and churches built on top or right next to them

"Home of Cortes and [illegible] Marina"

"[illegible] of the Temples"

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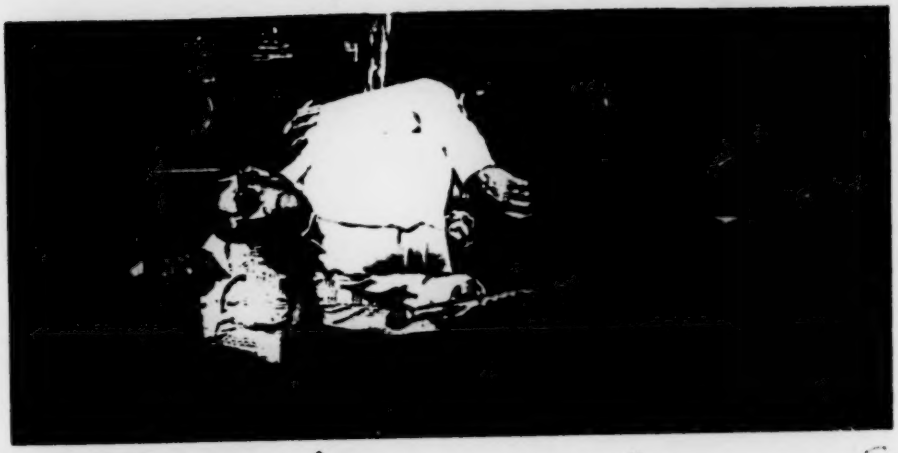
Spanish Fort

"Hacienda"



SURVIVORS *of violent days, Don Pascual Limón and his wife, Doña Irma* (**above**)*, own a former hacienda on the dusty plateau west of the Sierra Madre Oriental. Larger haciendas in the*

BEST COPY AVAILABLE "former owners"

Spanish History

MODERN REVOLUTIONARY HISTORY

ILLUSTRATIONS

*HIDALGO) PAINTING BY OROZCO DEPICTING FATHER MIGUEL HIDALGO, LEADER OF THE INDEPENDENCE MOVEMENT
*HIDALGO'S EXECUTION) PAINTING BY AARON PIÑA MORA IN CHIHUAHUA. COMMEMORATES SPOT WHERE SPANISH EXECUTED HIDALGO, JULY 30, 1811
*RIVERA'S MURAL OF BENITO JUAREZ) NOTE JUAREZ AND WIFE TOP CENTER OF MURAL, JOSE MORELOS TO LEFT OF GREEN COLUMN_ IN OAXACA
*FRANCISCO "PANCHO" VILLA) LEADER OF PEASANT REVOLT IN NORTH AND RAIDS INTO MEXICO'S LOST TERRITORY OF NEW MEXICO
*REWARD POSTER) DUE TO RAIDS BY VILLA'S INTO NEW MEXICO, TERRITORY LOST IN 1853,
*VILLA AND HIS SOLDIERS) VILLA IS RIGHT OF CENTER IN DECORATED SOMBRERO
*CASA DE GAMBIA) LIVED AND DESTROYED BY VILLA AND HIS MEN, ANTI_WEALTHY, PRO-PEASANT

PRONUNCIATIONS

*PIÑA - peen-ya
*MIGUEL HIDALGO- meeg-el ee-dal-go
*CHIHUAHUA- chee-wa-wa
*BENITO JUAREZ- ben-ee-to wa-rez
*JOSE MORELOS- ho-say mor-ay-lows
*OAXACA- wa-ha-ca
*FRANCISCO "PANCHO VILLA- fran-sees-co pon-cho vee-ya

INFORMATION

"Grito de Dolores"- speech by Hidalgo, Sept. 16, 1810, calling people to independence from Spain, Independence Day
army of 100,000 men in Chihuahua, other parts of Mexico rebelling too
Hidalgo demands, return of communal lands to indians for their use only, free negro slaves, take state-run business monopolies away (tobacco, gunpowder, tributes paid by indians)
1st constitution, March 1812
José Morelos, priest, fights Spanish power in Oaxaca
General Santa Anna- rose up against Itubibide (ee-tur-bead), a dictator in 1824, got elections held, president eleven times until 1850.
Joel Poinsett, diplomat, U.S., gets Mexico to sell north provinces, 1848 includes California, Arizona, Most of new Mexico,parts of Texas and all other states north of these to the canadian border
1836, Mexico fights Texans, loses territory, Santa Anna led troops Battle of San Jacinto and the Alamo
Liberals led by Benito Juarez, an indian, worked for democracy like in U.S. took church power away, 1850's
Cinco de Mayo- celebration of winning battle against French invaders at Puebla, France wanted the money Mexico owed it
Juarez became president after this
1877-1911 the Porfiriato- dictator Pofirio Diaz, expanded railways, economy, became oppressive
Francisco Madero overthrows Diaz in 1911
Pancho Villa- military leader for Madero
Emiliano Zapata rebels in south to give land back to indians
1921 small farms begin to be given to indians, the ejido (ay-he-do) system
new constitution 1917
1929-70 peaceful elections, ruling party, PRI, controls government
economic progress since 1935, becoming a "first world" nation

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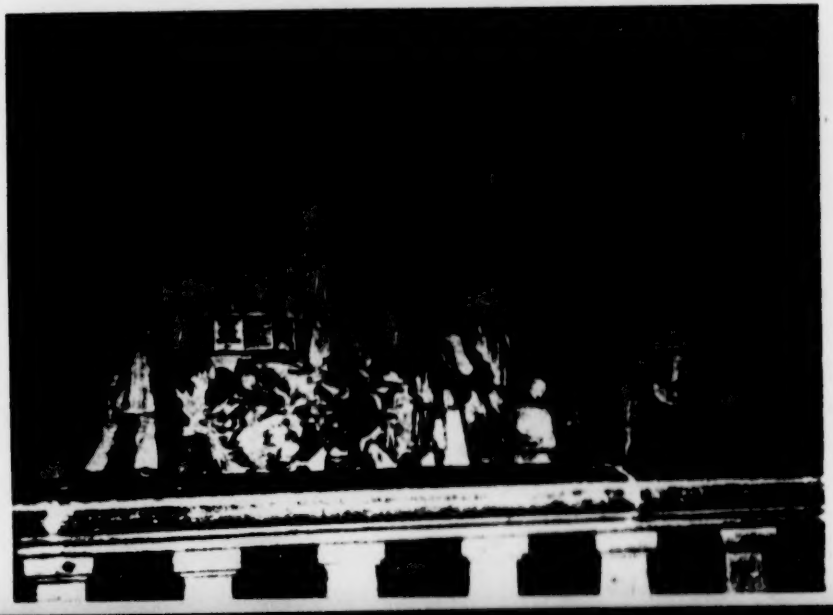
Father Miguel Hidalgo



Hidalgo's Execution on March 30, 1811

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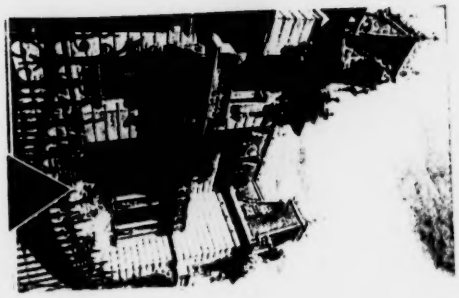
Mexican Revolutionary History

General Francisco Villa, el famoso guerrillero mexicano que durante diez años, en [illegible] mantuvo con el arma al brazo, en actitud de irreductible rebeldía, contra todo y contra todos, hasta que al surgir el Movimiento de Sonora, encabezado por los caudillos Alfredo de la Huerta y Gral. Plutarco Elías Calles, depuso su actitud para apoyar el nuevo estado de cosas, convencido de la honradez y sanas intenciones de los verdaderos representativos de la Revolución.—El Gral. Villa dedica ahora todos sus esfuerzos y actividades a laborar en el campo ennoblecedor del trabajo, por la consolidación de la paz y de la prosperidad nacionales.—La presente fotografía, que debemos a la fineza de los fotógrafos Casasola Hnos., está tomada en la "Hacienda de Canutillo," Durango, donde cultiva sus latifundios el ex Jefe de la brillante "División del Norte."



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PERU AND THE INCAS

ILLUSTRATIONS

*MATADOR) SPANISH BULLFIGHTING A TRADITION HERE, SOMETIMES DONE ON HORSEBACK
*SHOESHINE BOY) HEADING FOR A FESTIVAL HOPING TO MAKE MONEY
* GOOD FRIDAY EASTER CELEBRATION) MEN CARRY THE COFFIN OF CHRIST IN A PARADE ON THIS DAY, IT WILL BE RETURNED TO THE CHURCH AFTERWARDS
JAVIER PEREZ DE CUELLAR) FORMER SECRETARY GENERAL OF THE UNITED NATIONS A LEADING PERUVIAN, 1981, 1ST LATIN-AMERICAN IN POST
*INDIAN WOMEN) WEARING HAND MADE WOOL CLOTHING AND HATS THAT SYMBOLIZE THEIR HOME VILLAGE
* REED ISLAND ON LAKE TITICACA) EVERYTHING IS MADE FROM THE REEDS THAT GROW IN BACKGROUND, NEW LAYER ADDED EACH YEAR, THEY FLOAT
*MACHU PICCHU) ANCIENT RELIGIOUS CENTER, HITCHING POST OF THE SUN AT TOP LEFT CORNER, NOTICE FARMING TERRACES SURROUNDING CITY
*INCA GIRL IN TRADITIONAL DRESS) WOVEN WOOL CLOTHING, HAT AND GUITAR ARE SPANISH ADDITIONS
*MAP OF PERU) INCLUDES VITAL STATISTICS

PRONUNCIATIONS

*AYMARA- eye-mar-ah
*CHUÑO- choon-yo
*CURANDERO- coo-ron-dare-o
*BRUJOS- broo-hoes
*JAVIRE PEREZ DE CUELLAR- ha-vee-air pair-ez de kway-ar

INFORMATION

dictatorships are common, 1980- 1st democratic election, currently a dictatorship under Alberto Fujimori
most Roman catholic, often make pilgrimmages to shrines to pray
leftist governments of past headed toward communism
ambulantes- street vendors common, poor, come from country side live in barriadas or shanty towns
independence from Spain in 1821
altitudes can cause sickness and severe sunburn
condor- sacred bird, near extinction, ancient culture disappearing too
bottom 25% of people have only 3% of the wealth
often go to cities to work/get education, want to return home
almost no schools in rural areas
many Inca sites, including the National Museum robbed of silver/gold
Machu Picchu- never found by Pizarro rediscovered by Hiram Bingham, 1911 cleared, explored 1912-15
Cuzco plundered and sacked by Pizarro, Inca capital
Inti Huatana- "hitching post of the Sun" , priests made offerings here to sun god, 2000 foot drop to river below
floating islands-use tortora reed, various sized islands, bring soil from mainland to grow vegetables, make everything from these reeds boats are called balsas,
use curanderos, medicine men to cure illness, take off evil spells of brujos, witches, truly believe in this
subsistence farmers, herders, use llama dung for fuel, rustlers often steal animals, a great financial loss
wear wool, hand-woven clothing to keep out cold, carry babies in a lliella (yeek-ya) shawl wrapped around back and tied in front
June 24 is festival of the sun
pottery is a traditional craft as well as weaving on backstrap looms
cotton grows wild here in colors such as brown, burgundy, and violet used for spinning and weaving

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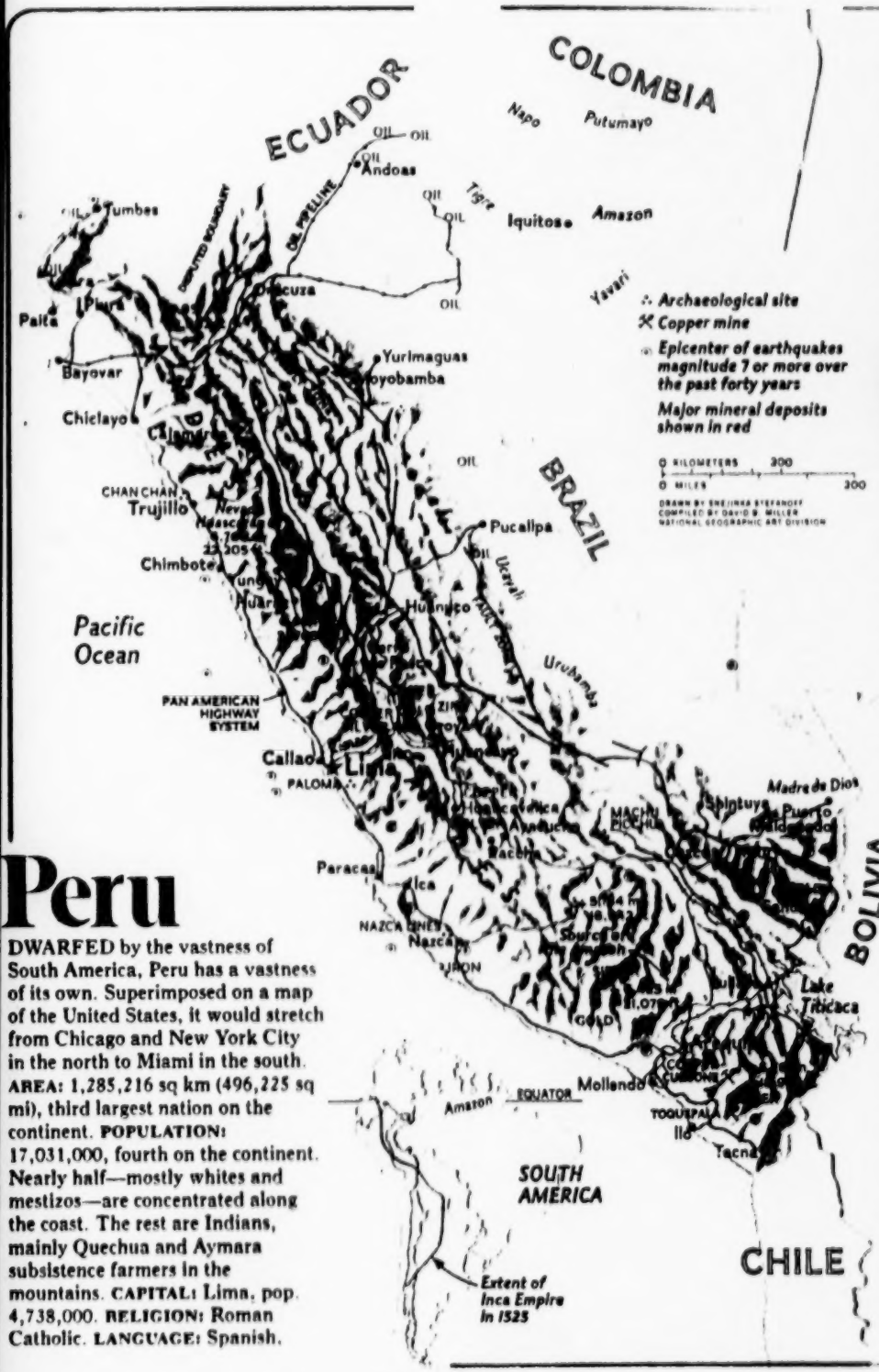

Peru

DWARFED by the vastness of South America, Peru has a vastness of its own. Superimposed on a map of the United States, it would stretch from Chicago and New York City in the north to Miami in the south. **AREA:** 1,285,216 sq km (496,225 sq mi), third largest nation on the continent. **POPULATION:** 17,031,000, fourth on the continent. Nearly half—mostly whites and mestizos—are concentrated along the coast. The rest are Indians, mainly Quechua and Aymara subsistence farmers in the mountains. **CAPITAL:** Lima, pop. 4,738,000. **RELIGION:** Roman Catholic. **LANGUAGE:** Spanish, Quechua, Aymara. **LITERACY:** 73 percent. **LIFE EXPECTANCY:** 57 years, low for South America. **GEOGRAPHY:** Dominating the nation, the Andes rise with stupendous verticality to snowfields and glaciers at 6,768 meters (22,200 feet). They wall off the arid coast where little rain falls. Snowmelt from the Andes feeds rivers that cross the arid coastal plain and supply irrigation farmers. The moist eastern slopes of the Andes tumble to dank, humid, jungle lowlands whose rivers are the sole highways for transportation. Peru lies atop an area where the Pacific Ocean crust slides beneath the continent, resulting in severe earthquakes and occasional volcanic eruptions.

HISTORY: For 20,000 years diverse Indian peoples have made their home in Peru; 7,700-year-old Paloma may be the oldest village in the Americas. The Incas were ruling from Cuzco when gold and silver lured the Spaniards, who considered the very word Peru synonymous with glittering riches; "Vale un Perú"—worth a Peru—was long a phrase denoting anything of immense value. In 1824 Gen. Simon Bolívar's forces ended Spanish rule on the continent.

GOVERNMENT: Peru has since been ruled largely by authoritarians. The election in 1980 of Fernando Belaúnde Terry gave democracy a chance.

ECONOMY: Oil and minerals such as silver, zinc, gold, lead, iron, and copper from huge open-pit mines at Cuajone and Toquepala dominate the export-oriented economy, with the United States the major customer. Recent drilling for oil in the jungle has upped proved reserves to 800 million barrels and led to the 800-million-dollar, 825-kilometer (513-mile) trans-Andean pipeline. Ongoing exploration has located phosphate deposits on the north coast and coal in the northern mountains. Manufacturing is the fastest growing sector of the economy, but agriculture remains the chief occupation with sugar cane and cotton grown on the coast, coffee in the uplands, and gardening and ranching where possible.

map and vital statistics

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Matador

Good Friday
Easter Festival

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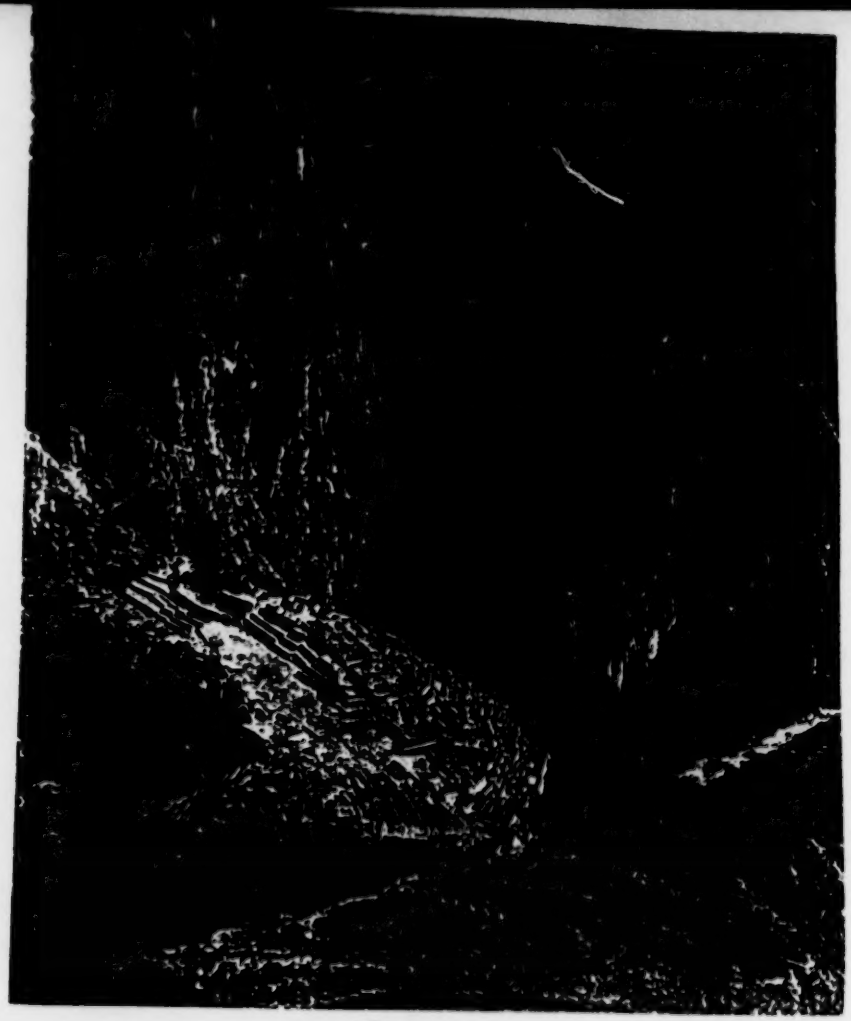
Swiss Guard Boy

Pablo Perez as Matador

Peru



Machu Picchu

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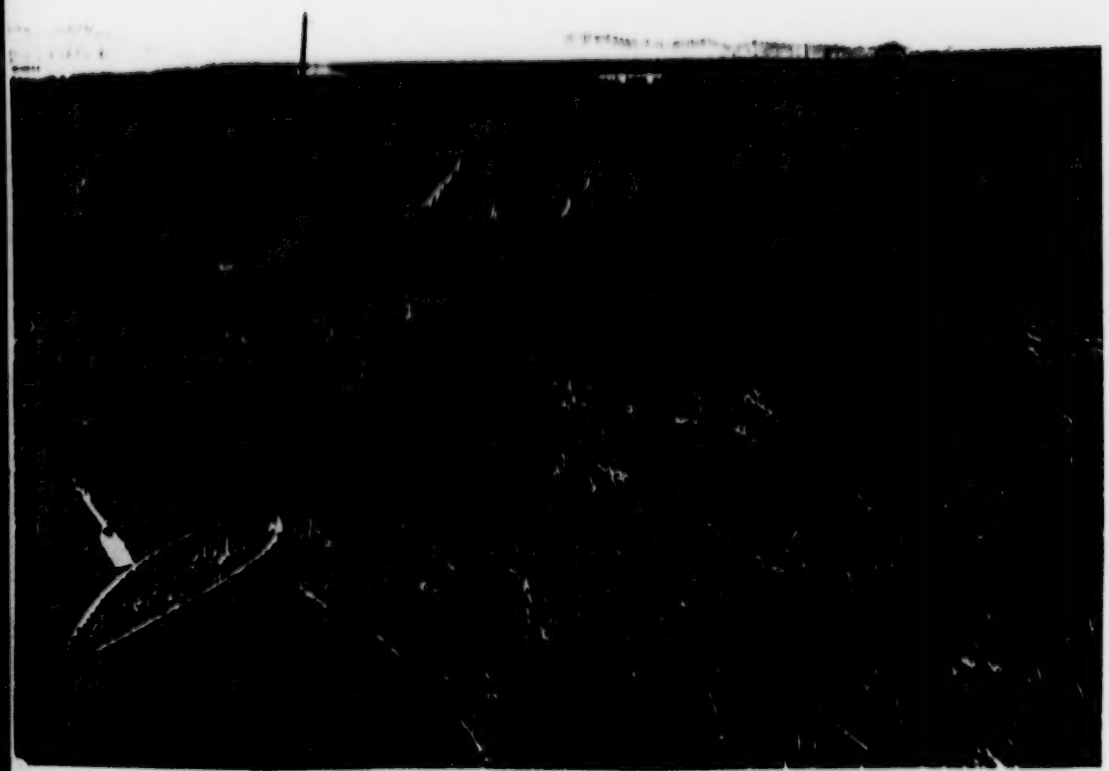
Inca girl in traditional dress

Indian women



reed island on lake Titicaca

INCAS

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Lesson 5 - Latin-American short stories

Obj ective: Compare two cultures through the use of literature.

Method: Students read and analyze three different stories, then answer questions and make comparisons between their own culture and that of the stories.

Materials:
1. copies of Contemporary Latin-American Short Stories, using the 3 stories listed on the question sheet which follows.
2. copies of the question page
3. the answer key

Procedure:
1. students read story
2. answer questions about that story
3. find at least 3 similarities and three differences between the story's culture and their own.
4. repeat steps 1-3 with each of the three stories.

Note; for older students, the following stories may be used for further cultural and literary exploration:

"Big Precipice" pp. 78-99
"Yzur" pp.40-51
"The Blue Bouquet" pp. 170-175
"The Vacant Lot" pp. 204-207

Latin-American Literature

Read the following stories from Contemporary Latin-American Short Stories:

"The Doll Queen" by Carlos Fuentes pp.258-279
"Just Lather, That's All" by Hernendo Tellez pp.208-214
"Sunday" by Mario Vargas Llosa pp.410-432

First, answer the following questions about the stories:

1. Characterize the barber in "Just Lather...". What are his values, attitudes, and personality? Explain you choices with evidence from the story.
2. Characterize the general in "Just Lather...'. What are his values, attitudes, and personality? Explain your choices with evidence from the story.
3. What are the climax and resolution of "Just Lather..."?

4. Why does the narrator search for Amilamia in "The Doll Queen"?
5. Describe how the narrator felt about Amilamia when he was 14. Give examples from the story
6. What does he discover at her house? Describe the second and third visits.

7. In "Sunday", what is the dirty trick Rubén is planning?
8. How does Miguel keep Rubén away from Flora?
9. What happens between Miguel and Rubén while swimming? Why is Miguel's promise to Rubén so important?

Next, create a cross-cultural comparison for each of the three stories.

1. List at least 3 events or attitudes that are similar to the U.S.

2. List at least 3 events or attitudes that are different from the U.S.

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Latin-American Short Story Answer Key

Class discussion and participation is recommended when review ing answers.

Story Questions

1. Answers will vary; easily unnerved, he trembles when the general enters and says he was upset; loyal, he considers himself a rebel, Torres's enemy, works as an informant, considers becoming a hero by killing Torres; proud, careful not to cut his customers, careful to give a smooth shave, keeps his razor sharp
2. Answers will vary; loyal, follows government orders to find rebels, kill them, "ALL" of them; cold-hearted, tortures rebels, shoots, hangs them, makes village watch; brave, says "killing isn't easy", knew that barber might try to kill him
3. Climax- barber decides he's not a murderer; resolution- Captain Torres leaves shop letting barber know what he had expected
4. He is reminded of her because of the card she gave him. He decides he's bored and it will be exciting to find her.
5. He thought of her as a sister and playmate. He'd watch her run down the the hill to him, he'd read to her, find pine cones, make paper boats, and spin her through the air.
6. Second visit- a shrine to Amilamia made by her parents. A porcelain doll of the girl in a coffin, her room full of toys and candies, and filled with flowers like an altar to the dead.
   Third visit- Amilamia answers the door. She is deformed and in a wheelchair. Her father is embarrassed by her and angry that she answered the door. He threatens to beat her.
7. Rubén is planning to get Flora alone at his and Martha's house so he can ruin her reputation and prove his machismo.
8. Miguel invites everyone to lunch and has to challenge Rubén to a drinking contest. A swimming contest results from this.
9. Rubén gets a deadly stomach cramp and Miguel has to save his life. Rubén begs Miguel not to tell the guys, and inreturn, he tells them that Miguel won the race. The promise is important because Rubén would lose his machismo if he had admitted he had to be rescued by Miguel.

Cross-cultural analysis - Answers will vary

"Just Lather, That's All"

1. Similarities- pride in work, barbers and shaves, trusting a professional, conversations in the barber shop, assassination attempts, morals outweighing violence
2. Differences- killing rebels, military run government, anti-government rebels, guerilla-type warfare

"The Doll Queen"

1. playing in parks, longing for past, deception, imagination, grief
2. laundry on roof, shrines to the dead, street vendors, "señor,Señora"

"Sunday"

1. city-life, bars, movies, competition among friends, love, romance
2. machismo, taking a challenge is a must, servant girls gather on day off

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*Entries marked with an asterisk (*) are suggested readings for the teacher.